DOCUMENT RESUME

ED 425 799 PS 026 265

AUTHOR Duquaine, Jill M.
TITLE Everybody's Kids: A Research Report for Television on Parenting in Today's Culture.
INSTITUTION Wisconsin Univ., Green Bay. N. E. Wisconsin In-School Telecommunications (NEWIST).
PUB DATE 1997-00-00
NOTE 85p.; The videotape that this printed guide is designed to accompany is not available from ERIC.
AVAILABLE FROM NEWIST/CESA 7, IS 1040, University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay, WI 54311; phone: 800-633-7445, 414-465-2599; fax: 414-465-2576; e-mail: newist@uwgb.edu; Web site: http://www.uwgb.edu/~newist (Guide and 60-minute television program, $195 plus $5 shipping and handling; rental, $50).
PUB TYPE Guides - Non-Classroom (055) -- Non-Print Media (100)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Child Rearing; Childhood Needs; Discipline; Family Environment; Mass Media Effects; *Parent Child Relationship; Parent Education; *Parent Participation; Parent Responsibility; Parent Role; *Parenting Skills; Social Change; Social Problems; Videotape Recordings

ABSTRACT

This printed guide is designed to accompany a 60-minute television program (available on videotape) on positive parenting, including: the use of time, discipline, respect and responsibility, and community parenting, with interviews with Mary Pipher of "In the Shelter of Each Other" and Dr. Bruce Perry (Baylor University), who conducted the birth-to-three research. The program is intended to increase community awareness of the impact of positive parenting. Following a description of program goals, the guide provides a rationale for a positive approach to parenting, noting that social changes and their accompanying problems have made the task of parenting increasingly difficult. The guide then presents discussion questions for use prior to and after viewing the video, and activities for use in parenting classrooms and beyond the classroom. Next, the guide presents salient articles on the subjects of four episodes of a Wisconsin Public Television program, titled "Parent Connection," on which the video is based: (1) "So Many Needs, So Little Time...," on time constraints that affect parenting; (2) "Discipline: Expectations, Consequences and Rewards," on discipline as teaching rather than punishment and the role of expectations and consequences; (3) "Respect and Responsibility," exploring the role of character education; and (4) "Community Parenting," on the role of broader networks and social support systems in helping parents raise ethical and responsible children. Each of these four sections includes discussion questions and a list of additional resources. An article on the changing face of fatherhood is included, as well as a list of resources. The guide concludes with a list of additional resources related to positive parenting and families, and an appendix containing parenting hand-out materials. The 60-minute videotape encourages parents to become more involved in their children's lives and explores how current family life is different from life in the 1950s in areas of time, income and costs of living, demography, and employment of women. In addition, the video examines the implications of

+++++ ED425799 Has Multi-page SFR---Level=1 +++++

infant brain research on how parents address children's needs, and the effects of divorce on meeting those needs. The program's broad conclusion is that whatever the family's characteristics, the quality of support the child receives is the most important factor in raising a healthy and well-adjusted child. (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 425 799

Everybody's Kids:

A Research Report for Television On Parenting in Today's Culture

PS 026265

NEWIST/CESA 7

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Jo Beauchamp
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

EVERYBODY'S KIDS:
A Research Report for Television on Parenting in Today's Culture

This guide accompanies a 60-minute television program on positive parenting, including: the use of time, discipline, respect and responsibility, and community parenting, with interviews with Mary Pipher of *In the Shelter of Each Other* and Dr. Bruce Perry, Baylor University who conducted the birth-to-three research.

Close captioned.

Produced by NEWIST/CESA 7 and Wisconsin Public Television

Project Director
EILEEN LITTIG

Guide Compiled, Written and Created by
JILL M. DUQUAINE

Edited by
JO BEAUCHAMP
and
KRISTEL HAWLEY

Northeastern Wisconsin In-School Telecommunications
(NEWIST/CESA 7)
IS 1040
University of Wisconsin-Green Bay
Green Bay WI 54311
(414)465-2599
(800)633-7445
FAX (414)465-2576

Parent's Peace

Ways to Say "I Love You"

- ♥ Make your home a safe,warm and comfortable place for your child.
- ♥ Listen to your child.
- ♥ Protect your child.
- ♥ Have fun and laugh with your child.
- ♥ Explore new opportunities with your child.
- ♥ Hug your child.
- ♥ Read with your child.
- ♥ Teach diversity to your child.
- ♥ Share your family history with your child.
- ♥ Be a positive example for your child.
- ♥ Reward your child for big and small accomplishments.
- ♥ Say "I love you" at least once a day.

Child Abuse Council, Moline IL

EVERYBODY'S KIDS:
A Research Report for Television on Parenting In Today's Culture

Contents:

GOALS AND SUMMARY 1

BACKGROUND INFORMATION 3

Pre-viewing Questions 12

Post-viewing Questions 14

Classroom Activities 17

Activities for Beyond the Classroom 19

"So Many Needs, So Little Time..."(1) 21

Discipline: Expectations, Consequences and Rewards (2) 24

Respect and Responsibility (3) 27

"Community Parenting" (4) 32

Changing the Face of Fatherhood 36

Video Resources by NEWIST/CESA 7 43

Resources Related to Positive Parenting and Families 46

Appendix 51

GOALS AND SUMMARY

As we face a new century
and a new millennium,
the overarching challenge for America
is to rebuild a sense of community
and hope and civility and caring
and safety for all of our children.

Marian Wright Edelman
Children's Defense Fund, 1995

The fundamental goal of the 30-minute video, **Everybody's Kids** is to develop focused, community based efforts to promote and support the important role that parents play (and should play) in their child's development. The job of parenting is one which begins at the moment of your child's birth and which continues through a child's stages of development, as he or she progresses from infant to toddler to teen and, finally, into adulthood. The parents' role, then, is to help their child progress through these stages successfully, to socialize them within their culture, and to help that child become a conscientious, responsible, and productive member of society.

Specific educational goals of **Everybody's Kids** include:

- To increase community awareness of the impact of positive parenting.
- To provide information and support to encourage parents to learn and adapt positive parenting techniques for their own use.
- To provide opportunities for parents to share problems as well as creative solutions to issues they deal with as parents.

While it does not offer recipe formulas for resolving particular situations, the program is a forum for discussion, observation and the sharing of opinions and experiences. It's mission is not to prescribe simplistic behavioral and philosophical analyses, but to frame common issues and to offer a variety of perspectives on those issues. The objective is not to define parenting skills and modalities, but examine what parenting is—through the eyes of disparate viewers. It is intended to identify general and specific obstacles to positive parenting, then explore reasonable, practical and effective strategies for dealing with those obstacles.

The job of parenting is one which begins at the moment of your child's birth and which continues through a child's stages of development, as he or she progresses from infant to

toddler to teen and, finally, into adulthood. The parents' role, then, is to help their child progress through these stages successfully, to socialize them within their culture, and to help that child become a conscientious, responsible, and productive member of society.

The video is based on **Parent Connection**, four 60-minute bi-monthly call-in television programs which were broadcast live throughout Wisconsin and parts of Minnesota, Michigan, Iowa and Illinois via Wisconsin Public Television and WMVS in Milwaukee. The titles of the programs are: 1) So Many Needs, So Little Time..., 2) Discipline: Expectations, Consequences, and Rewards, 3) Respect and Responsibility, and 4) Community Parenting. The direction and framework of each program was, in part, determined through interviews with first and fifth grade classrooms and their responses concerning parenting styles and families. In addition, clips from an interview with Mary Pipher, psychologist and author of, In the Shelter of Each Other: Rebuilding Our Families, and, Reviving Ophelia: Saving the Selves of Adolescent Girls, are included in each **Parent Connection** program as well as in **Everybody's Kids**.

We encourage all viewers to take an active role in developing their parenting skills as well as to become aware of and involved in efforts to encourage positive parenting skills within their community. As parents, we are entrusted with the awesome task of raising the next generation. While it may often seem difficult, perhaps even overwhelming, parenting is potentially one of the most rewarding endeavors one can experience. When you dedicate yourself to becoming a positive parent with an active role in your child's upbringing, you are making a decision that will benefit your child throughout his or her entire life.

BACKGROUND INFORMATION

Why Do We Need a Positive Approach to Parenting?

We know that raising children in today's society is more challenging than it was for parents of previous generations. As evidence of this, Steven Carr Reuben, Ph. D., author of Raising Ethical Children: 10 Keys to Helping Your Children Become Moral and Caring quotes a comparison between the top seven problems reported by schools in 1940 and those in 1987. He says, "In 1940, the most important school problems included talking out of turn, chewing gum, making noise, running in the halls, cutting in line, dress code infractions, and loitering...in 1987, the top school problems were drug abuse, alcohol abuse, pregnancy, suicide, rape, robbery, and assault." And this dramatic shift in problems at school, one which took place in less than 50 years, covers only one aspect of what might be viewed as the rapid decline of American youth.

Youth crime rates have also increased dramatically over the past several decades. Project 21 News notes that as of October 1995, there had been a 38% increase in the juvenile violent crime rate since 1988. However, it is not only the increase in number of violent crimes but also the specific types of crimes committed which are cause for alarm. As U.S. News and World Report revealed in March 1996, juvenile killings with firearms quadrupled between 1984 and 1994, while the number or youths under 18 arrested for murder tripled during those same years with juveniles killing strangers more than one-third of the time. According to FBI statistics, in 1994 alone, youths under 18 committed 3,700 murders, 82 percent of them with guns. And as the April 28, 1997 issue of Newsweek reports, "Some experts predict a new crime wave when a generation of 'superpredators' comes of age. More than half a million teens—a historic high—belong to gangs, which now extend far into the heartland." Given such figures and predictions, it is no wonder that parents today are finding it more difficult to successfully raise children than did their parents or grandparents.

These problems--in schools, with increases in juvenile crime, etc.--have caused parents, legislators, and other members of society to pose the question, "What is wrong with youth today?" But is the problem really one with our children, or is this so-called decline only a symptom which points to a much larger issue--how we are raising our children?

Even how children become socialized within the culture has experienced significant changes in the past 50 years due primarily to the invention of television and other electronic media. As George Gerbner, former Dean of the Annenberg School of Communication at the University of Pennsylvania puts it, "Television tells most of the stories to most of the people most of the time, and whoever tells the stories of a culture can control the way in which children grow up and the way in which society is run." Instead of getting their information and learning their core values from their families, then, children are now getting those things from television and various other forms of media. And the difference here is an important one. For instead of gaining those things

from their parents or others who are close to them--people who generally have the welfare and best interests of the child in mind--children are now getting many of their messages about values and what is important from television characters who are not real people, who live in fantasy worlds with problems which end when the program is over, and who have no attachment, no moral or social obligation, to the children who are learning from their behavior. As Bill Moyers puts it, "Our children are being raised by appliances."

Although many may be inclined to dismiss these effects, particularly those of television on viewers, they should not be taken lightly. As Mary Pipher, psychologist and author of the book, In the Shelter of Each Other, quotes one poll, "The average family spends seven to eight hours a day, or 40 percent of their private time, watching TV." But what are the consequences of such behavior? Steven Carr Reuben, author of the book, Raising Ethical Children: 10 Keys to Helping Your Children Become More Moral and Caring, says:

> "Don't make the mistake of thinking f or a moment that television has no impact on your children's moral education or the quality of the ethical decisions that they make as they grow into adolescence and young adulthood. The sheer amount of undesirable behavior, violence, cheap sexuality, abuse, corruption, addictions of all kinds, adultery, exploitation of the weak, murder, and rape take their inevitable toll on the expectations of behavior and concepts of the type of behavior necessary to achieve personal success that our children learn. By the age of twelve, the average American child will have viewed some 100,00 violent episodes on television and seen 13,000 people violently destroyed. Even cartoons, which we usually think of as 'harmless' children's entertainment, now depict an average of twenty-six incidents of physical force with the intent to hurt or kill every hour."

Given such evidence, is it really surprising, then, that the juvenile crime rates--and specifically those classified as violent--have increased so overwhelmingly in recent years?

The impact of the media in socializing our children and teaching them values does not end there. It also influences how children see themselves in relation to other family members as well as the community in which they live. As Pipher expresses it, "The media forms our new community. The electronic village is our hometown." Instead of having a community in which they know the families and to which they can feel connected, children are left with electronic imitations who won't be there to celebrate a child's birthday, who won't offer a ride to school so Susie and Johnny won't have to walk in the rain, and who are gone as soon as the power is turned off.

What effect does this have on children? And what effect does it have on parents who are struggling to meet the challenges of parenting and on families as a whole? Pipher continues, "Parents have no real community to back up the values that they try to teach their children. Family members may be in the same house, but they are no longer truly

interacting. They may be in the same room, but instead of making their own story, family members are separated, having private experiences with different electronic equipment." This separation, both from the larger community as well as from individual family members, leaves children with very few opportunities to be influenced by persons other than those they interact with via the movie, television, or computer screen. It is interesting to note that most of these appliances, which were designed to entertain us or to make our lives easier or better in some way, have had the effect of pulling our families and our communities further apart.

While juvenile crime rates and media influence on children and families are problem enough, they are only the beginning of the issues which today's families are dealing with on a daily basis. Other concerns for families include trying to manage time constraints, the effective discipline of children, and trying to maintain the involvement of both parents, whether they are married or not, in the active raising of their children.

One of the major things which families seem to lack is time to spend together. In his book, A Family of Value, family psychologist John Rosemond describes what he terms *The Frantic Family Syndrome* as "...exhibited by families that have lost their center as they rush from one activity or commitment to another. Quality time spent together is mainly lost." The effect of family's spending so much time taking one child to ballet, then picking up another child from soccer practice, then rushing across the city for music or foreign language or voice lessons, is that the family, as a whole entire unit, has very little *quality time* to spend together. What is lost here is not just time with loved ones. Also sacrificed are opportunities to share special moments, to participate in family rituals such as eating meals together, to discuss and debate different ideas, and to truly know and enjoy the complexities, strengths and unique gifts of each and every one of the family's members.

Another aspect of parenting which seems to be more difficult now than at perhaps any other time is effective discipline. Parents are faced with trying to discipline their children in an atmosphere in which the definition of what discipline both should and should not be are strongly debated. By itself, the debate on whether to spank or not (only one very small portion of the whole discipline picture) has occupied countless hours of television time on parenting shows and numerous pages in a variety of magazines. Yet the issue of discipline is much more complex than corporal punishment. For example, given the amount of time which families are able to spend together, how can effective discipline be implemented? In addition, parents may find it difficult to discipline their children simply because traditional approaches to discipline may not be appropriate for today's increasingly complex disciplinary problems.

Parenting today is often made more difficult due to the lack of involvement of both parents in raising children. According to Dr. Thomas Lickona , "Today, approximately half of all children will experience a parental divorce before they leave home. Many children who suffer one divorce will also go through a second and even third divorce as their parents' re-marriages fail. In 1960, only 9% of children lived in single-parent

families. Today, 27% do." While being raised in a single parent family does not guarantee that a child will absolutely participate in more high-risk behaviors and activities, it does increase the likelihood that such participation will occur. Sarah MacLachlan and Gary Sandefur, authors of the 1994 book, Growing Up With a Single Parent: What Hurts, What Helps, report that adolescents who live separate from one of their parents during their childhood have an increased likelihood of engaging in high risk behaviors. The Children's Defense Fund, in its' book, State of America's Children Yearbook 1997, also indicates that, "Children in single-parent homes are also much more likely to be poor than children growing up with married parents."

And with the current emphasis of reforming the social welfare system in the United States—a system which, in some ways, has helped poor parents raise their children by providing support in the form of monthly grants, food stamps, housing subsidies, medical assistance, daycare subsidies and schooling programs like Headstart—poor parents will undoubtedly find it more difficult to meet even the day-to-day concerns of raising their children. Peter Edelman, former assistant secretary for planning and evaluation at the Department of Health and Human Services, says, "...the bill that President Clinton has signed is not welfare reform. It does not promote work effectively and it will hurt millions of poor children by the time it is fully implemented." Edelman identifies the ways in which welfare reform will hurt poor children and their families:

- Eleven million families—10 percent of all American families—would lose income under the bill as a result of cuts like those in the food-stamps program (average loss of about $1,300 per family) which would make many working families with income near the poverty line "lose income without being made officially poor, and many families already poor would be made poorer."

- Supplemental Security Income eligibility for disabled children will be narrowed.

- "Child-nutrition programs have been cut nearly $3 billion over six years, affecting meals for children in family day care and in the summer food program."

- There will be no national definition of eligibility and states may do "almost anything they want with block grants—even provide no cash benefits at all."

- "Even the highly advertised increased child-care funding falls more that $1 billion short of providing enough funding for all who would have to work in order for the work requirements to be satisfied."

- There are simply not enough good jobs in appropriate locations.

To fully understand the dilemma that poor parents are facing with the current welfare reform, we need examine only one aspect of what Edelman and other critics of the welfare bill see as a bleak picture for changing American social policies: child care.

Finding high-quality, affordable, convenient child care is difficult, even for parents of middle and higher incomes. And given recent research on brain development in children from birth to three, the quality of day care centers becomes even more important. As Time reported in its February 3, 1997 issue, "During the first year of life, the brain undergoes a series of extraordinary changes. Starting shortly after birth, a baby's brain, in a display of biological exuberance, produces trillions more connections between neurons than it can possibly use... Deprived of a stimulating environment, a child's brain suffers." Children's brain development is of concern to parents in all socio-economic groups, but particularly for poor parents who, because of welfare reform, are being forced to put their children in day care centers so they can satisfy their work requirements. In many instances, particularly if child care funding is not available, poor parents may find it difficult to obtain high-quality day care that is also affordable. Put another way, those day cares which are high quality may not be affordable to poor families, while those that are affordable may be lacking in quality.

The article continues:

> "The new insights into brain development are more than just interesting science. They have profound implications for parents and policymakers. In an age when mothers and fathers are increasingly pressed for time...the results coming out of the labs are likely to increase concerns about leaving very young children in the care of others.
>
> "The new insights have begun to infuse new passion into the political debate over early education and day care. There is an urgent need, say child-development experts, for preschool programs designed to boost the brain power of youngsters born into impoverished rural and inner-city households. Without such programs, they warn, the current drive to curtail welfare costs by pushing mothers with infants and toddlers into the work force may well backfire.
>
> "What lessons can be drawn from the new findings? Among other things...that good, affordable day care is not a luxury or a fringe benefit for welfare mothers and working parents but essential brain food for the next generation. For while new synapses continue to form throughout life, and even adults continually refurbish their minds through reading and learning, never again will the brain be able to master new skills so readily or rebound from setbacks so easily."

Gerald Tirozzi, Assistant Secretary for Elementary and Secondary Education at the U.S. Education Department, in a *Wisconsin School News* article citing the February 19, 1997, *Newsweek* article "Your Child's Brain," says a study by the University of North Carolina on early childhood education concludes that the earlier a child is in an education program, the more likely that child will achieve long-term academic success.

He goes on to report:

> "The study also found that education programs that start after age 5 have no affect on IQ or academic achievement.
>
> "Children whose neural circuits are not stimulated before age 5 are never going to be what they could have been.
>
> "Schools need to help parents be their child's first teachers. Children should start school at age 3 or 4. All-day kindergarten should be the norm.
>
> "Small classes should be emphasized, especially in grades K-3. Each teacher or aide should be responsible for no more that 15 to 20 children.
>
> "There must be a stronger emphasis on reading for K-3 students. No child should leave the third grade without the ability to read independently and with comprehension.
>
> "A majority of teachers should follow the same children for two or three years.
>
> "An article in *The New Republic* cites a study done in Tennessee from 1985-1989 that found that 'students in the smallest classes, in every kind of school, did better than their counterparts in regular classes, even when the larger classes had teacher aides.'
>
> "A key finding was that a small class size in the earliest grades (K-3) speeds learning in these years and confers lasting benefits for the students. 'Unlike so many reforms,' the article states, 'this one is concrete, easily measurable, and easily replicable.'"

All families, regardless of their economic status, must have access to high-quality, affordable childcare. But in many ways, the current welfare reform bill, which demands that poor parents find work and put their children in day care centers, also has the potential side effect of forcing these children into day care centers which, although they may be affordable, also may be lacking in quality. In this way, these children may not receive the stimulation which is essential to brain development. With this in mind, does the welfare reform bill really take into account the best interest of America's children? And how will this influence parenting for those who must place their children in low quality daycare, simply because it is the only type they can afford? And even if poor parents can find good day care, how can they afford it if there is not enough money available to help subsidize it? As William Julius Wilson points out in his 1996 book, When Work Disappears: The World of the New Urban Poor, there are simply not enough appropriate jobs with decent wages available. And as The New York Times Magazine reported in the article, *Learning Poverty Firsthand*, "...most unskilled women can't adequately support a family no matter what combination of welfare and work they

choose." And as the article's author, Jason DeParle so aptly expresses the situation, "Indeed, one of the striking things about the nation's poverty experts is how few of them bother to talk to the poor." Instead, decisions are being made from the top down, almost completely discounting the input and perspectives of those who will be directly affected by welfare reform.

However, lest the impression be given that single and poor parents are somehow less capable, there is evidence that married and middle class and wealthy parents have their own share of parenting challenges. As Dr. Thomas Lickona points out in his article, *The Decline and Fall of American Civilization: Can Character Education Reverse the Slide?*, "Even in two-parent families, many children are not getting the love, discipline and moral guidance they need. Any number of surveys have shown that, on the average, today's parents spend only a few minutes a day in face-to-face conversation with their children." And as Mary Eberstadt illustrates in her article, *Putting Children Last (Middle and Upper Class Children Receive Poor Parenting)*:

> "Perhaps the least-known facet of today's "children's crisis" is that child-rearing among the better-off, devoid though it may be of the familiar "risk factors" of the poor, has nonetheless come to exhibit what can fairly be called pathologies of its own... For the curious fact is that during the same years in which underclass parents have increasingly been urged to take responsibility, make sacrifices, and place their children first, middle and upper-middle-class parents have been enthusiastically consuming the opposite message."

Rather than "put their children first," many more affluent families seem to be putting their own career agendas at the forefront of their priorities. As Arlie Russell Hochschild, author of the book, The Time Bind, indicates, parents in some companies "can work part time, share a job with another worker, work some hours at home, take parental leave or use "flex time." But hardly anyone uses these policies...Work has become a form of "home" and home has become "work." So rather than take advantage of work policies which would allow parents to spend more time with their children, many are not doing so. What sort of value does that place on their roles as parents? And what about more affluent families whose children are raised by nannies or who are placed in private schools far from their parents? Are those parents really raising their children? As Kevin Dwyer, assistant executive director of the National Association of School Psychologists, told Newsweek in its May 12, 1997 issue, "One of our concerns is that parents are not spending enough time with their kids...Most parents we see are really drained at the end of the day. The result is inconsistent discipline and all the problems it spawns. There's a tremendous amount of research showing that inconsistency leads to kids' being more aggressive, more deviant, and more oppositional."

Given the above information, it seems that the future of America's children and, indeed, of the American family itself, are at great risk. In many respects, that is true. However, there are steps which can be taken to strengthen our families and to restore a sense of hope and optimism in regard to our children's futures. As with all major challenges,

individuals, communities, the government, the entire nation must work together to secure a better future. As First Lady Hillary Rodham Clinton, in her book, It Takes a Village and Other Lessons Children Teach Us, states:

> "Nothing is more important to our shared future than the well-being of children. For children are at our core—not only as vulnerable beings in need of love and care but as a moral touchstone amidst the complexity and contentiousness of modern life. Just as it takes a village to raise a child, it takes children to raise up a village to become all it should be. The village we build with them in mind will be a better place for us all."

****

References for Background Information

"African-American Group Calls for Treating Some Violent Juveniles as Adults in Court." Project 21 News: October 1995. Project 21, 300 eye St. NE, Washington, DC 20002; (202)543-1286.

Alter, Jonathan. "Powell's New War." Newsweek April 28, 1997: 28-34.

Chalow, Thea. "NOVA: The Television Explosion." Presented by WGBH. Boston, MA: 1982.

Children's Defense Fund. The State of America's Children Yearbook 1997. CDF Publications, PO Box 90500, Washington, DC 20090-0500; FAX (202)628-8333.

Clinton, Hillary Rodham. It Takes a Village and Other Lessons Children Teach Us. New York: Simon & Schuster, 1995.

DeParle, Jason. "Learning Poverty Firsthand." The New York Times Magazine April 27, 1997, p 32+.

Eberstadt, Mary. "Putting Children Last (Middle and Upper Class Children Receive Poor Parenting)." Commentary, May 1995, v 99 n5, p 44+.

Edelman, Peter. "The Worst Thing Bill Clinton Has Done." The Atlantic Monthly, March 1997, 43-58.

Gest, Ted and Victoria Pope. "Crime Time Bomb." U.S. News and World Report, March 25, 1996.

Hochschild, Arlie Russell. The Time Bind. New York: Metropolitan Books, 1997.

Hochschild, Arlie Russell. "Work: The Great Escape." The New York Times Magazine, April 20, 1997.

Lickona, Thomas. "The Decline and Fall of American Civilization: Can Character Education Reverse the Slide?" The World & I June 1996.

MacLachlan, Sarah and Gary Sandefur. Growing Up With a Single Parent: What Hurts, What Helps. Cambridge, MA: Harvard University Press, 1994.

Montgomery, Lori. "Youth Crime Hype from Mainstream Press." The Philadelphia Inquirer, July 28, 1996

Nash, J. Madeleine. "Fertile Minds." Time, February 3, 1997: 48-56.

Pipher, Mary. In the Shelter of Each Other: Rebuilding Our Families. New York: G.P. Putnam's Sons, 1996.

Reuben, Steven Carr. Raising Ethical Children: 10 Keys to Helping Your Children Become Moral and Caring. Rocklin, CA: Prima Publishing, 1994.

Rosemond, John. A Family of Value. Kansas City, MO: Andrews and McMeel, 1995.

Shapiro, Laura. "The Myth of Quality Time." Newsweek May 12, 1997, 62-69.

Tirozzi, Gerald. "We Need to Rethink Everything We're Doing." Wisconsin School News, May 1997. Pp. 14-15, 29.

Wilson, William Julius. When Work Disappears: The World of the New Urban Poor. New York: Alfred A. Knopf, 1996.

Pre-viewing Questions

1. Are there different kinds of families? How would you define a family—single parent families, blended families, children raised by grandparents, children raised by gay/lesbian couples?

2. How would you describe the health and well-being of the American family?

3. What do you think the title of the program means, "Everybody's Kids?"

4. In your own words, define parenting.

5. What is parents' role in the lives of their children?

6. Are there different approaches to or styles of parenting? If so, list some of these approaches.

7. What do children learn from their parents? From grandparents, aunts, uncles, siblings, other elders, their friends' parents, and other people in the community?

8. What do you see as the most difficult aspect of parenting? (Some examples here might include discipline, teaching children right from wrong, or keeping children safe in a society which seems to be becoming more violent.)

9. What are some of the challenges of parenting today? Of being a family in today's society?

10. Why is parenting important?

11. Can individuals change/improve their parenting skills? How?

12. What does the phrase "positive parenting" mean to you?

13. How much influence do parents/grandparents have over the lives of their children when the children are small? When they are teenagers? When they become adults?

14. How would you define a successful parent? Is "successful parent" the right term or are there other words that would more accurately describe an effective parent?

15. As parents, do we give our children too much monetarily? In other words, are we, as parents, teaching other values besides consumerism?

16. How do today's statistics about adolescent prgnancy, juvenile crime rates, etc. relate to parenting issues?

17. Are effective parents born or are they made? (In other words, are successful parents successful naturally, or do they have to work at it?)

18. Can *anyone* be an effective parent?

19. What do you see as the ultimate goal of parenting? As the ultimate goal of being a family?

20. Describe what type of parent you would ideally like to be.

21. Where do people learn their parenting skills? Where do people learn how to be a family?

22. How to parents become a role model for their children?

23. What are abusive parents/families? Are there different ways in which parents/families can be abusive?

24. Should parenting be taught in schools? How?

25. What is community parenting?

26. Is parenting only the parent/child relationship within the nuclear family, or should parenting be across generations?

27. Why is quality daycare one of the most important things we can pursue for our children?

28. How might the birth to three brain research affect how you parent? How might it affect how parenting is taught in school? How might it affect the things we teach our children and at what ages they are taught? For example, might it be more effective to teach foreign languages in early elementary school rather than only offer such courses in high school?

Post-viewing Questions

1. Now that you have viewed the video, how would you define the title of the program, **Everybody's Kids**. Do you think Mary Pipher has accurately identified a problem in many of today's communities?

2. Define parenting/being a family. Is your perception of what parenting and of what being a family is different now than it was before you viewed the video, **Everybody's Kids**? Explain.

3. What is the role of parents in the lives of their child(ren)? The role of grandparents, neighbors, and the community?

4. Are there different styles of or approaches to parenting? List them and discuss the similarities and differences between them.

5. What are time constraints and how do they affect family life?

6. What are some ways in which time constraints can be handled effectively?

7. Does your family have the problem of "so many needs, so little time?" How do you handle this problem?

8. Define discipline. What are some different forms of discipline? List and discuss them.

9. Are all forms of discipline effective? Which do you feel are more effective and which are less effective than others? Explain your answers.

10. Discuss spanking as a method of disciplining children. Is it effective? What do children learn from spanking? Are there alternative methods of disciplining?

11. If there are multiple children in a family, should they all be disciplined in the same manner?

12. Discuss self-discipline. How can children be taught self-discipline? Is it important to teach children self-discipline? Why or why not?

13. Define responsibility.

14. How do personal, global, and community responsibility relate to one another?

15. Define respect. Does respect mean only respect for one's self or does it also include respect for the community?

16. How can children be taught to respect people or things?

17. In the child/parent relationship, should respect be only the child respecting the parent? Or should children be respected as well? In what ways can a parent respect his or her child?

18. What are some ways to foster responsibility in children?

19. What things or people should children be taught to respect?

20. Are the values of responsibility and respect related to one another? If so, discuss that relationship?

21. Is respect unconditional or does it have to be earned? Explain.

22. What are some things for which a child should be taught to be responsible? To whom should a child be responsible?

23. What are the benefits of raising children who have a strong sense of respect? Of responsibility?

24. Describe what you feel the ideal relationship between child and parent ought to be like. What is the parent's role? What should a child learn from his or her parents?

25. When does parenting begin? When does it end?

26. Do you think that parenting today is different than it was for previous generations? Explain your answer.

27. Are some children more difficult to parent than others? Are some easier to parent than others? If yes, what might explain these differences?

28. Is it necessarily more difficult to successfully raise/parent a larger number of children than it is a smaller number of children? (For example, would it necessarily be harder to raise five children than it would be to raise two?) Explain.

29. How much impact does television have on your own family life? Computers? Other electronic media?

30. What type of activities does your family do together other than those involving television, movies, or other forms of electronic media?

31. As a nation, what priority do we place on children and on families? What priority *should* we place on children and families?

32. How do American social policies reflect the value we place on children? What about current and proposed changes in such policies as AFDC, food stamps, child care, and Medicaid? What impact will these changes have on poor American families as a whole? What about on children of poor families?

33. How difficult might it be to maintain an effective parenting style if basic necessities—such as adequate food, shelter, and clothing—are not being met?

34. How does consumerism affect parenting? Are middle and upper class families too swayed by giving children "things" rather than spending time with children and teaching them values like honesty, courage, respect, and responsibility?

35. Why does America, as a nation, need to put children at the very top of its priority list?

Classroom Activities

1. Have students write an essay entitled, "If I Were a Parent." They should explore ideas about things they would make certain to do as well as things they would try not to do. In addition, they should define what they think a good parent/family is, what the ultimate goal of parenting is, and what they can do to work toward being an effective parent.

2. Have students prepare and give a short presentation about an individual who they feel exemplifies a positive character trait such as respect or responsibility. The individual can be either someone well-known such as Abraham Lincoln or someone the student knows personally.

3. Have students create a collage which includes positive messages/pictures about parenting/families.

4. Have students role play parenting/family situations. They can use some of the suggestions below or make up their own.

   A. You receive a phone call from the principal of your child's school. She informs you that your child has been skipping classes regularly. What would you do?

   B. Your two children have been quarreling the entire day and you have had enough of their behavior. How would you handle the situation if the children are of preschool age? What about if they are teenagers?

   C. While walking past your child's room, you overhear her telling a friend that she stole a candy bar from the store on the corner. What actions, if any, would you take? Would your response change if the child had stolen something a little more costly, like a CD? What if it was something very expensive such as a leather coat?

   D. Your child started a part-time job three months ago and after looking over report cards for the most recent grading period, you see that his grades are slipping a little. hat action, if any, would you take? Would your action be different if his grades were suffering dramatically?

   E. Your daughter's preschool teacher informs you that your toddler has been hitting the other children at the school. How could you attempt to modify her behavior?

F. Your child's teacher repeatedly informs you that your child is disrespectful to fellow classmates as well as school faculty and staff. What could you do to remedy the situation?

G. Your child talks back to you. She has never done this before. How do you react? What if the child begins to constantly talk back? Does your reaction change? If so, how?

H. Your teenager takes the car and fails to be home by his curfew. In fact, your adolescent comes home he doesn't return home until the next morning. What action would you take?

I. Your teenager comes home from a party and appears to be under the influence of alcohol or some other controlled substance. Your family has an established rule which prohibits this sort of behavior. How would you discipline your child?

5. Have students draw a picture of themselves from the perspective they think that others see them. They should keep in mind their positive character traits and try to convey them through their drawing.

6. Have the class break into small groups and make a list of character traits which they feel are important. Then, get together as a whole and make a list on the board, including the top five traits listed by each group. From that list, the class should vote on the top five traits--those which they feel are most important. Then, have the class come up with ways they can exemplify those traits, both in school as well as in everyday activities.

7. What makes a community? How would you be a community parent? Do you practice community parenting in your family? Have students make a collage or video using still pictures that they have taken which show the type of community parenting which goes on in their family.

8. Have students write a short role-play centering around the title of this video, **Everybody's Kids**. In it, they should explore what the title means to them and how some of the issues which were discussed in the video might be dealt with.

9. Have students do a budget for a low-income, a middle-income and a high-income family. How does the budget affect how one can be an effective parent? For example, how does income affect the type of daycare a parent can afford? How does it affect the type of school or extracurricular activities a parent can enroll their child in?

Activities for Beyond the Classroom

1. Have students keep track of the time their family spends together every day for one week. They should note such things as what the family was doing, if all or only some of the family members were present, how much time was spent watching TV, and how much time was spent in face-to-face conversation.

2. Have students keep a journal of ways in which they demonstrate respect, responsibility, and other positive character traits for one day. They can then write an essay on what they learned about themselves, what their strengths are, and what they might need to work on.

3. Have students watch television and note the parenting styles which are included in the programs they watch. Which styles are seen most often? In the programs, what are the consequences for children based on the parenting style their parent(s) use? How realistic is the presentation of parents in television programming?

4. Give students disposable cameras and have them, through the photographs they take explore what their idea of what a parents role is. They should be sure to include such things as the obstacles and challenges, but also the joys and rewards of parenting.

5. Give students disposable cameras and have them, through the photographs they take, define what the word family means to them.

6. If access to a video camera is available, have students record what they feel are examples of positive parenting. They can then present their video to the class for discussion.

7. Have students go out into their neighbors and make a list of all the places and ways in which they can make a difference in their communities through volunteering or other, similar activities. They can then share their list with other members of the class.

8. We are aware that some parenting classes have students carry around a 5lb. sack of sugar or an egg for a week, treating each object as though it were a child. These are attempts to teach students about the responsibility involved in being a parent. Try these activities with your own class and ask them to share their observations and experiences. Classes might also try using "Empathy Belly Pregnancy Simulator" or "Baby Think It Over Doll" and report their observations. (Empathy Belly Pregnancy simulator is available from: Birthways Childbirth resource Center, Inc., P O Box 2059, Vashon Island, WA 98070-2269; (800)882-3559. Baby Think It Over Doll is

available from: Baby Think It Over, Inc., 1519 Peterson Avenue, Eau Claire, WI 54703; (800) 830-1416.

9. One way to understand the responsibilities and challenges of parenthood is to observe or "shadow" a parent which provides a good role model of parenting during their daily activities. Have students "shadow" a parent they know (the activity works best if they "shadow" someone outside of their family). Students should record and then report on their activities and observations. Students might try shadowing a parent of an infant and then shadow the parent of a toddler and report any similarities and differences between the two.

10. Have students go to a bookstore or their local library and make a list of parenting books and/or magazines which they find there. Are they surprised at the number of sources they find? What general parenting topics are covered most frequently in the sources they locate? Do these sources seem to be useful for all parents, or are they targeted to a specific audience? For instance, would these sources be useful for gay or lesbian parenting couples? Would they be helpful for grandparents who have assumed the parenting responsibilities of their grandchildren? What about blended families?

11. Have students observe and record the parenting styles which they see in the relationships around them. For example, they should note the parenting style of their parent(s), but also of their friends' parents and other parents in their community. What styles of parenting do they see most often? What are the effects of these styles? Does community parenting exist?

12. How would you change social policy that affects how people parent? Have students study how local, state and national public policy affects issues in their community—such as before and after school programs, day care centers, recreational programs during the summer and school year, health care, access to transportation, job training and education programs and make suggestions for how these programs might be improved to ease the task of parenting and the well-being of children and families.

13. Have students go to places of business and observe their family policies. For example, does the employer offer paid parental leave following the birth or adoption of a child? If so, how long is that leave? Does the employer subsidize daycare or offer daycare facilities on site? Does the employer offer "flex-time" which parents may use to attend activities dealing with their children—such as parent/teacher conferences, dance or music recitals, or even doctor appointments? After viewing the employers' policies, have students write up a report, commending things which they find positive about the policies and things which they feel could be improved upon. In addition, students should make concrete suggestions for implementing improvements.

"So Many Needs, So Little Time..."(1)

Parent Connection—60 minute TV program/video, originally aired statewide on Wisconsin Public Television

As today's families struggle to cope with a variety of pressures within our culture, one common problem seems to revolve around the issue of time management. Why does time seem so scarce for families? Why is time so crucial to family life? And how can the time which families spend together be maximized—either in quantity or quality? By looking at these, as well as other related questions concerning time management, families can come to understand exactly where and how their time is spent, how they might be able to increase their time together, and how to make the most of that time. It is, however, important to look at the factors present in society which have contributed to the decreased amount of time families spend together.

According to psychologist and author, Mary Pipher, some notable changes in American society have contributed to the decreased amount of family time. Among these, she notes that the average American is working 163 hours per year more than workers a generation ago—hours which, if added up, equal approximately one extra month of work per year, leaving individuals with less discretionary time away from their jobs. Time which could be spent with their families. Pipher observes that this decrease in discretionary time comes precisely when children actually need more time from their parents. They need to be driven places where they had previously been able to go on their bikes because it isn't safe for them to go somewhere alone anymore. They need more supervision now to keep them as safe as possible in a world which is becoming increasingly unsafe. Yet parents, because of increasing demands on their own schedules, find that they have less and less time to spend with their children. What are the potential impacts of this lack of family time?

One commonly identified result is that children are getting products instead of quality time spent with their parents. So instead of a child having their parent read to them and put them to bed at night, they might be getting the Hallmark card that says, "Sorry I can't be there to tuck you in....." Parents, though they love their children, may attempt to compensate for the limited amount of time they are able to spend with their children by indulging them with material items. When this occurs, children are getting products instead of the face-to-face parenting which is essential in helping them become properly socialized to their surroundings as well as learn how to process and make sense of those surroundings. Such practices have potentially devastating effects, particularly when these practices are viewed in terms of learned values—when parenting is replaced by products, children learn their values from appliances (television, movies, video games, etc.) and other "things" instead of from individuals who generally have the best interests of their children in mind. Such circumstances may result in children who lack a concrete set of values and/or who lack self-esteem and confidence.

Some suggestions for dealing with family time constraints which were discussed by panelists and call-in viewers on **Parent Connection's** live broadcast, **So Many Needs, So Little Time...**, include:

- Make the most of the time you have with your children. Make time to spend together as a family, whatever your definition of family is.
- Before you have children, remember that they are a blessing, but also a responsibility which needs to be taken seriously.
- For two-parent households, try working around one another's schedules and being flexible as a team in your responsibilities as parents.
- For single parents, even if the time you get to spend with your children is very brief, make the most of it.
- Remember that although childhood is a relatively brief time in relation to our whole lives, the relationships we have with our parents during childhood affect us for the rest of our lives. With this in mind, parents should ask themselves, "What type and how much of an influence do I want to be in my children's lives?"
- Do not underestimate the impact even small rituals (having meals together, reading before bedtime, etc.) have on you children.
- Remember to talk, talk, TALK to your children!!!! A child acquires speech by having someone touch, talk and read to them.

These are only some suggestions for dealing with time constraints. There are certainly many other effective ways to deal with these issues. Challenge yourself to identify some and to increase the amount of time that your family spend together.

****

Discussion Questions for "So Many Needs, So Little Time..."

1. How much time does our family spend together during an average week? What activities do we do when we are together?
2. How difficult would it be for our family to increase both the quantity and quality of time which we spend together? If there are obstacles to achieving this, how might they be overcome?

3. What are the potential benefits of a family spending an increased amount of time together?

4. If you had to give up something important to you (such as one night per week with your friends) to be able to spend more time together with your family, would you do it? Why or why not?

5. If your family could spend more time together, what type of activities would you like to do? Why?

Resources for Dealing With Time Constraints Within Families

Bennett, Steve and Ruth. 365 Outdoor Activities to do With Your Child.. Holbrook, MA: B. Adams, Inc., 1993.

Bennett, Steve and Ruth. 365 Television Free Activities to do With Your Child.. Holbrook, MA: Bob Adams, 1991.

Ellison, Sheila and Judith Gray. 365 Days of Creative Play for Children 2 Years and Up. Naperville, IL: Forward March Press, 1995.

Hamerstrom, Frances. Walk When the Moon is Full.. Trumansburg, NY: 1975.

Hochschild, Arlie Russell. The Time Bind. New York: Metropolitan Books/Henry Holt and Company, 1997.

Hochschild, Arlie Russell.. "Work the Great Escape." NY Times Magazine, April 20, 1997, section 6, pp 51-55; 81-84.

Kohl, MaryAnn F. Mudworks: Creative Clay, Dough, and Modeling Experiences. Bellingham, WA: Bright Ring Publishing, 1989.

Langensheidt, Florian and Gabriele. Wish I May, Wish I Might: Fantastic Thoughts for a Starry Night. New York: Abbeville Press Publishers, 1993.

Lansky, Vicki. 101 Ways to Make Your Child Feel Special. Chicago: Contemporary Books, 1991.

Parent Connection: So Many Needs, So Little Time... NEWIST/CESA 7, IS 1040, UW-Green Bay, Green Bay, WI 54311; (800)633-7445 or (414)465-2599.

Pipher, Mary. In the Shelter of Each Other: Rebuilding Our Families. New York: G.P. Putnam's Sons, 1996.

Discipline: Expectations, Consequences and Rewards (2)

Parent Connection—60 minute TV program/video, originally aired statewide on Wisconsin Public Television

The topic of discipline is one which most parents, though they may not consciously think about it, deal with every single day with their child. Yet in American society, there exist a variety of opinions regarding what, exactly, discipline ought to be. Is it primarily a tool for punishing children when they do wrong? Is it useful as a method of teaching children what behavior is and is not appropriate? Can discipline be used as a positive reinforcement--a way of encouraging desirable behavior and/or actions in our children as a method of influencing them to continue such behavior?

As Mary Pipher, author of In the Shelter of Each Other: Rebuilding Our Families, notes, "In order to effectively discipline our children, we need to let them know two things: 1) I love you and 2) I have expectations." By combining these two messages, Pipher explains, we can instill in our children both empathy and accountability which will make our families work well. In turn, such values instilled by parents and other family members through discipline can only serve to positively influence society at large. Children who are disciplined effectively from a very young age are better equipped to make the right choices in their lives and shape their own and others' lives in a positive manner through the decisions they make.

Though it is often thought of as one of the most sensitive yet critical aspects of parenting in the 90's, it is still difficult to give a single definition of what discipline is or ought to be. What is it? What isn't it? Are some forms of discipline "good" while others are "bad?" How do we tell the differences between them? And which form(s) are most effective in raising our children? As Barb Kromrey, Brown County Parent Educator, Green Bay, Wisconsin, and panelist on **Parent Connection, Discipline: Expectations, Consequences and Rewards,** explains it, "For parents, discipline means to lead, guide and teach children to meet the expectations they have for them. It is a learning experience for children--they learn the rewards and consequences of behaviors. It is not intended to be a punishment." Certainly this is a working definition, but it points out some very important factors. First, that parents do have a job in raising their children. One of their main tasks is to teach and guide their children as they progress from infants into adolescence and as they become young adults. Second, parents who discipline in the manner described above teach their children an invaluable lesson which can help them for the rest of their lives: that certain actions, whether they are good or bad, intended or accidental, do indeed have consequences that we, as members of society, must know about and deal with.

Dr. Lawrence Balter, author of the 1988 book, Who's in Control?, defines discipline in a similar manner. He says, "Discipline isn't just punishing, forcing compliance or stamping out bad behavior. Rather, discipline has to do with teaching proper deportment, caring about others, controlling oneself, and putting someone else's wishes before one's own

when the occasion calls for it." Balter's observation brings up another important aspect of the discussion on discipline: self-discipline. Ultimately, most parents are striving to raise their children to be self-disciplining members of society, that is, to be able to control themselves and make the right choices not because they fear punishment, but because it is morally and ethically correct to do those things. While this is no easy task, parents who make informed, conscious decisions about how they raise their children and who approach discipline as a teaching and guiding tool rather than one of punishment or power or fear are more likely to have children who grow up to be respectful, self-disciplining, conscientious members of society.

Other points which were discussed during **Parent Connection's** live broadcast, **Discipline: Expectations, Consequences and Rewards**, include:

- Children who are punished using a fear system are more likely to be physically and emotionally abusive as adults. In addition, they are more likely to have difficulty in creating a happy marriage and a happy home life.

- When divorced parents agree on expectations, consequences and rewards for their children, a certain amount of consistency is maintained--no matter if the child is at mom or dad's home, the discipline is the same. This helps avoid power struggles between the parents as well as between the child and the parents.

- Discipline is not synonymous with punishment. Punishment may stop a certain behavior, but there is no learning involved. On the other hand, discipline teaches children what behavior is acceptable and what is unacceptable.

- Fear is not respect.

- In large families, disciplining children can be difficult. Some suggestions might be to have family meetings on a regular basis to set family rules as well as establish consequences for certain undesirable behaviors and rewards for behaviors which are acceptable.

- Have children take part in setting clear expectations for behavior for all family members. If someone doesn't meet these expectations, following through with the mutually agreed upon consequences sends a clear message that family members are: 1) responsible for their own behavior, and 2) expected, as a member of the family, to behave a certain way.

Children may need to be disciplined in different ways as they progress through different ages and stages of development. For instance, a toddler would probably be disciplined in a manner much different than would a teenager. Parents need to adjust their expectations, consequences and rewards as their children grow and mature.

Certainly, these points do not cover the entire subject of discipline, but they do indicate some major concerns parents in the 90's have when trying to effectively discipline their children. Take a moment to think about the types and methods of discipline which your parents used/are using in raising you. Which ones are effective and why? Which methods didn't work and why? Can you identify some alternate methods of discipline which you feel would be more effective? What do you think the ultimate purpose of discipline ought to be?

Discussion Questions Related To Discipline

1. What forms of discipline are used in our family? What positive and negative effects do these forms of discipline have?

2. In our family, is unacceptable behavior punished? If so, how? In our family, is acceptable behavior rewarded? If so, how?

3. How might reparation—making amends—be used as an approach to discipline? What are the potential benefits of this type of disciplining?

4. What sorts of things, if any, are learned through various forms of discipline?

5. Is spanking an effective method of discipline? Is it more appropriate to spank in some situations than others? What are the potential consequences of this form of discipline? When does spanking cross the line into abuse?

6. Why do you think the program was called **Discipline: Expectations, Consequences and Rewards**? How do expectations, consequences and rewards relate to discipline?

Resources on Discipline

Bavolek, Stephen J., Ph.D. Shaking, Hitting, Spanking: What to do Instead. Park City, UT: Family Development Resources, 1990.

Bluestein, Jane. Parents, Teens and Boundaries: How to Draw the Line. Deerfield Beach, FL: Health Communications, 1993.

Lott, Lynn and Riki Intner. The Family That Works Together. Rocklin, CA: Prima Publishing, 1995.

Nelsen, Jane: Positive Discipline. New York: Ballantine Books, 1987.
Positive Discipline in the Classroom. Rocklin, CA: Prima Publishing, 1993.
Positive Discipline for Single Parents. Rocklin, CA: Prima Publishing, 1994.

Parent Connection: Discipline, Consequences and Rewards. NEWIST/CESA 7, IS 1040, UW-Green Bay, Green Bay, WI 54311; (800)633-7445 or (414)465-2599.

Whitman, Cynthia. The Answer is NO: Saying it and Sticking to it. Pasadena, CA: Perspective Publishing, 1995.

Respect and Responsibility (3)

Parent Connection—60 minute TV program/video, originally aired statewide on Wisconsin Public Television

Respect: *the ability to demonstrate regard and sensitivity for the people and physical world around us and understanding that one's individual rights end where someone else's begin.*

Responsibility*: behaving without guidance from another, using good judgment and accepting accountability for one's actions without blaming others.*

We can all tell when someone is being respectful or disrespectful, when someone is acting responsibly or irresponsibly. Yet we still may struggle to define these words for ourselves, let alone convey that definition to someone else. However, a movement has sprung up in the United States over the past few years which has not only defined positive character traits--such as respect and responsibility--but is also working to promote such values within schools as well as throughout entire communities. It is these values, as well as the importance of parental involvement in encouraging them, that are the basis for **Parent Connection's** live call in program, **Respect and Responsibility**.

Of those groups heading the character education movement is the Wisconsin Citizenship Initiative, whose goal is to "assist local communities in engaging in dialogue on issues regarding citizenship values as well as allow them the flexibility to form appropriate practices and programs to address their particular COMMUNITY needs." In addition, Wisconsin's Department of Public Instruction has recently joined the character education movement. The Department first created a task force to examine good citizenship, then recently budgeted $120,000 to help develop efforts--like Pittsburgh's "Random Acts of Kindness" and PREP in St. Louis--that will foster what was determined to be a core set of citizenship values essential to our democratic society. All of the "Character" or "Ethics" education efforts we reviewed, including Wisconsin's, recognize the respective roles of the family, the school, and the community in character development and suggest that local communities are best able to decide what ***specific*** character traits should be addressed in their particular projects or programs.

While it is important to speak of respect and responsibility in regard to teaching children these values, we must also be aware of the role that both of these values play in the job of parenting. Parents must be conscious of the extent of their responsibilities to their children as well as how respect figures into raising children. While most parents would agree that they want their children to respect them, what many do not verbalize is that there must be a certain amount of respect which flows from parent to child as well.

Other aspects of respect and responsibility which were discussed during **Parent Connection's** live discussion include:

- Perhaps one of the best ways we can teach our children values, that is, to teach them to be respectful and responsible, is not to preach these values, but to set an example. Be a good role model for your children.

- There needs to be a conscious effort between schools and parents and other institution (such as churches) to reflect a set of shared values. Each area, whether it be home or school or some other part of the child's life, will then reinforce values which are learned and practiced in other areas.

- Discipline is an effective way to teach our children values, including respect and responsibility. If, for example, a child causes damage to someone else's property, an effective discipline might be to have the child be responsible for paying to repair the damage. This teaches responsibility for actions as well as respect for the property of others.

- When raising children, you become incredibly accurate if you shoot for nothing. To phrase this another way, if you set realistic expectations for your children and their values and behavior, you are more likely to have children who meet these expectations. We can't just assume that behavior or values will come naturally.

- Although children spend much of their time in school, it is unrealistic to expect schools and faculty to shoulder all the responsibility for teaching children values. The teaching of values is something which should begin in the home and which should be reinforced by schools as well as other societal institutions.

- Community service projects are a great way to foster values in all members of society. They teach that we are responsible not only for ourselves, but also for others who share this planet with us and they teach respect--of other people, of living creatures, or the earth.

This is meant only to serve as a starting point for a discussion about respect and responsibility, but also about other morals and values which are desirable in members of society. Think about the values you would like to instill in your children. How might you go about teaching them these values? Additionally, how might you foster increased respect and responsibility in your interactions with everyone around you?

"For children to take morality seriously they must be
in the presence of adults who take morality seriously.
And with their own eyes
they must see adults take morality seriously."
--William J. Bennett

Discussion Questions Regarding Respect And Responsibility

1. How does our family define respect? How do we define responsibility? Are these terms clearly defined in our school and our community? If so, how?

2. What are some methods we use to try to foster respect and responsibility among members of our family?

3. How might respect and responsibility within the family translate into our relationships and interactions outside of the home (for instance, at school, work, or with our friends)?

4. What are some ways for adults to encourage children to be respectful and responsible? How might children encourage adults to be respectful and responsible?

5. What is the extent of an individual's responsibility? For example, are they responsible only for their own actions? Does it extend to responsibility for the community in which one lives? Does it extend as far as global responsibility? Explain your answers.

Resources on Respect and Responsibility

Books for Kids on Respect

MacLachlan, Patricia. Through Grandpa's Eyes. (Respect for disabled). New York: Harper & Row, 1980.

Miles, Miska. Annie and the Old One. (Respect for elderly). Boston: Joy Street Books, 1971.

Scharen, Beatrix. Tillo. (Respect for animals). Reading, MA: Addison-Wesley, 1974.

Seattle, Chief. Brother Eagle, Sister Sky. (Respect for environment.) New York: Scholastic, Inc., 1992.

Taylor, Theodore. The Cay. (Respect for other races.) New York: Doubleday, 1989.

Books for Kids on Responsibility

Brainard, Beth and Sheila Behr. You Can't Sell Your Brother at the Garage Sale: The Kids' Book of Values. New York: Dell, 1992.

Delton, Judy. Best Mom in the World. Chicago: A. Whitman, 1979.

Graves, Charles. Eleanor Roosevelt: First Lady of the World. Champaign, IL: 1966.

Hazen, Barbara. Growing Up is Hard Sometimes. New York: Golden Books, 1986.

Suess, Dr. Horton Hatches the Egg. New York: Random House, 1991.

Books and Curriculum on Respect and Responsibility for Parents/Educators

At Home in Our Schools: A guide to Schoolwide Activities that Build Community. Developmental Studies Center, 2000 Embarcadero, Suite 305, Oakland, CA 94606-5300; (800)666-7270.

Bennett, William. The Book of Virtues. New York: Simon & Schuster, 1993.

Benninga, Jacques S.(Ed.) Moral, Character, and Civic Education in the Elementary School. New York: Teachers College Press, 1991.

Coles, Robert. The Moral Intelligence of Children. New York: Random House, Inc., 1997.

Different and the Same: Helping Children Identify and Prevent Prejudice. Family Communications, Inc., 4802 Fifth Avenue, Pittsburgh, PA 15213; (412)687-2990.

Eyre, Linda and Richard. Teaching Your Children Values. New York: Simon & Schuster, 1993.

Giraffes in Schools: The Standing Tall Program (Grades K-5). The Giraffe Project, 197 Second St., Langley, Whidbey Island, Washington 98260; (360)221-7989.

Heartwood: An Ethics Curriculum for Children. Heartwood Institute, 425 N. Craig St., Suite 302, Pittsburgh, PA 15213; (412)688-8570.

Parent Connection: Respect and Responsibility. NEWIST/CESA 7, IS 1040, UW-Green Bay, Green Bay, WI 54311; (800)633-7445 or (414)465-2599.

See Dick and Jane Lie, Cheat, and Steal: Teaching Morality to Kids.(video) Aims Media, 9710 DeSoto Avenue, Chatsworth, CA 91311-4409; (800)367-2467.

Teen Connection: Respect and Responsibility(video). NEWIST/CESA 7, IS 1040, Studio B, University of Wisconsin, Green Bay, WI 54311; (800)633-7445 or (414)465-2599. Website: http://www.uwgb.edu/~newist

What Should a Guy Do? (video) NEWIST/CESA 7, IS 1040, Studio B, University of Wisconsin, Green Bay, WI 54311; (800)633-7445 or (414)465-2599. Website: http://www.uwgb.edu/~newist

What Would You Do?: Developing and /or Applying Ethical Standards. Critical Thinking Press & Software, P.O. Box 448, Pacific Grove, CA 93950-0448; (800)458-4849.

The *WiseSkills* Program. Legacy Learning, P.O. Box 3213, South Pasadena, CA 91031-6213. Website: http://www.cris.com/~Wskills

Organizations for the Promotion of Respect and Responsibility

American Institute for Character Education
Dimension II Building
8918 Tesoro, Suite 220
Antonio, TX 78217
(800)284-0499

Association for Moral Education
c/o Dr. L. Walker
Department of Psychology
University of British Columbia
Vancouver, BC Canada V6T 1Z4
(604)822-3006

Character Education Network
The Character Education Partnership
Boston University
605 Commonwealth Avenue
Boston, MA 02215

Center for the 4th and 5th Rs
Education Department
State University College at Cortland
P.O. Box 2000
Cortland, NY 13045-2000
(607)753-2455

Center for the Advancement of Ethics & Character
800 Franklin Street
Alexandria, VA 22314-4105
800-988-8081

Ethics Resource Center
1747 Pennsylvania Avenue
Suite 400
Washington, D.C. 20006
(800)777-1285 or (202)737-2258
Website: http://www.ethics.org

"Community Parenting" (4)

Parent Connection—60 minute TV program, originally aired statewide on Wisconsin Public Television

> *"Let me share a Sioux word, tiospaye, which means the people with whom one lives. The tiospaye gives children multiple parents, aunts, uncles, and grandparents. It offers children a corrective factor for problems in their nuclear families. If parents are difficult, there are other adults around to soften and diffuse the situation."*
>
> --Mary Pipher, In *The Shelter of Each Other*

There are few parents who would disagree that parenting is, even at its best, extremely challenging. It is difficult to manage parenting issues such as discipline, time constraints, and teaching values such as respect and responsibility, particularly in a society which does little to support parents in their efforts and goals. Indeed, many parents may feel that there are few resources or networks of support which they can rely on to help them be effective in their parenting endeavors.

But such networks and support systems, though they may seem scarce, do indeed exist—it is simply a matter of locating and building upon them. It is this topic, referred to as community parenting, which was the basis of **Parents Connection's** live discussion, **Community Parenting**.

Community parenting can be defined as an approach to parenting in which the whole neighborhood is responsible for the raising of children and takes an active interest in that task. The African proverb upon which Hillary Rodham Clinton based her 1996 book perhaps expresses it best, "It takes a village to raise a child." The idea of community parenting realizes that if children are to develop into responsible, conscientious, productive adults, there must be a commitment to child raising by the entire village in which they live. This commitment can take many diverse forms, ranging from the type of education children receive, to the values which the community passes on to children, to the efforts which are made to ensure that children grow up in a safe environment. The basic idea is that the community is an offshoot of the parents and that values which are taught in the home are reinforced throughout the community by the people who live there.

Other aspects which were discussed during **Parent Connection's** broadcast, **Community Parenting**, include:

- Sometimes, adult community members seem to get so involved with their own lives that they forget to put children first. Communities *must* put children first.

- Communities (including school and the workplace) seem to have been falling apart in recent decades. A conscious effort must be made to improve all aspects of the communities in which we are raising our children.

- The community in which one lives becomes self-internalized, meaning that the well-being of the community becomes reflected in the people who live there. Thus, it is difficult to be a mentally healthy person if you live in a bad community. If you want your child to be well-adjusted—emotionally, spiritually, etc.—you need to make sure you are raising them in a good community and do something yourself to help improve the community in which you live, either by volunteering or making monetary contributions.

- A good community is not based upon such things as socio-economic status. Rather, a good community is one which is supportive of its members, members help one another, trust is abundant, and members can and do reach out to one another.

- Adults and parents must teach by example.

- The loss of community which has occurred in recent decades leaves many of us "moving among strangers." In this atmosphere, appearance becomes the only dimension which matters. People become more fixated with the image they present than with who they are inside and what values they hold.

- For community parenting to be truly effective, it must take into account multi-cultural perspectives. Thus, families and communities need to diversify their experiences and the people who they come into contact with.

- Some obvious places to start building and strengthening community are through schools, clubs, organizations, work, and other activities.

- Building a sense of community can start small, but should include a variety of ages, social classes, and races. We should concentrate on similarities among people rather than differences.

- All adults have a responsibility to make sure our communities are the way we want them to be—that they are good places to live and to effectively raise children.

These are only some of the areas which were discussed concerning community parenting. Try to think of ways you can increase the sense of community in the area in which you live.

****

Discussion questions for "Community Parenting"

1. In your own words, define community parenting.

2. What are the benefits of a community approach to parenting rather than parenting which leaves parents to "fend for themselves?"

3. Try to identify some ways your city or neighborhood can increase the sense of community which exists.

4. What might be some barriers to building a sense of community? How might these barriers be overcome?

5. Define what you think of as a "good community."

6. How does the African proverb, "It takes a village to raise a child," relate to community parenting?

****

Resources on Community Parenting

A Matter of Time: Risk and Opportunity in the Non-School Hours. Carnegie Corporation of New York, 1992.

Andress, I. Shelby. Working Together for Youth. RespecTeen/Search Institute, 1993.

Blyth, Dale A. and Eugene C. Roehlkepartain. Healthy Communities, Healthy Youth. Search Institute, 1993.

Brodkin, Margaret. Every Kid Counts: 31 Ways to Save Our Children. HarperSanFrancisco, 1993.

Freeman, Marc. The Kindness of Strangers: Adult Mentors, Urban Youth, and the New Volunteerism. Jossey-Bass, 1993.

Gardner, John W. Building Community. Independent Sector, 1991.

Lewis, Barbara A. The Kid's Guide to Social Action: How to Solve the Social Problems You Choose and Turn Creative Thinking into Positive Action. Free Spirit Publishing, 1991.

Melaville, Atelia I., Blank, martin J., and Asayesh, Gelareh. Together We Can: A Guide for Crafting a Profamily System of Education and Human Services. DIANE Publishing, 1993.

Motsinger, Hillery. Partners toward Achievement: A Home-School-Community Partnership. National Educational Service, 1993.

Office of Substance Abuse Prevention. Getting Together: Promoting Drug-Free Communities. DIANE Publishing, 1992.

Parent Connection: Community Parenting. NEWIST/CESA 7, IS 1040, UW-Green Bay, Green Bay, WI 54311; (800)633-7445 or (414)465-2599.

Swinehart, Bruce. Youth Involvement: Developing Leaders and Strengthening Communities. Partners for Youth Leadership, 1990.

Changing the Face of Fatherhood

For many years, much of the attention concerning the nurturing and raising of children has centered around the mother as primary caregiver. In his article, How to Manage Your Kids," Frank Pittman observes, "Child raising has always been the most important activity of the human animal, male or female. But since the Industrial Revolution, the outrageous idea has taken hold that child raising is women's work--that men have something vastly more important to do than the care, feeding, education, and emotional training of the next generation."

It might even be argued that for the middle and into the late portion of the 20th Century, American society has discouraged men's active participation in the nurturing aspects of raising their children. As Frederic E. Rabinowitz and Sam V. Cochran, authors of Man Alive: A Primer of Men's Issues, point out, "Child rearing was typically seen as the woman's responsibility. The man's job was to carry on with the work, bring home the paycheck, and administer discipline when necessary. Researchers in the late sixties and early seventies found that fathers who were traditional breadwinners spent less than 10 minutes a day of quality time with their infants." Clearly such ideas, which portrayed men only as breadwinners and disciplinarians, did not encourage ideas of caretaking among males. In addition, certain barriers were set up which subtly discouraged men's equal participation in all aspects of their children's lives. For example, until recent decades, men were not allowed in the delivery room to share the moment their child enters the world. In addition, until very recently when President Clinton signed the Family Leave Act into law, parental leave following the birth of a child was designated as "Maternity Leave," clearly only applying to the mother.

Recently, however, there has been a widespread, conscious effort in America to raise the level and quality of men's participation in the lives of their children. As Rabinowitz and Cochran indicate, "Over a 10-year period from 1974 to 1984, the percentage of fathers attending the births of their children rose from 27% to 80% and is probably even higher today." But the percentage of fathers attending the births of their children is just a start. As James A. Levine and Edward W. Pitt, authors of New Expectations: Community Strategies for Responsible Fatherhood, indicate:

> "An unprecedented consensus is emerging across political lines and academic disciplines that a key to any national strategy to strengthen families and improve the lives of children is the increased responsibility of fathers. Arguments supporting this position come from Democrats and Republicans, Conservatives and Liberals, feminists and fundamentalists, and experts in both child and adult development. Despite their differing rationales, they all recognize an urgent need for action...."

Undoubtedly, this consensus is an effort to address, at least in part, the growing number of children who are growing up fatherless in the United States every year. Levine and Pitt

quotes research which indicates, "In 1994...19 million children were growing up in absent-father homes for different reasons." They continue:

> "Nearly a third of infants born today are children of unmarried mothers. Of the children born to married parents, about 45 percent are expected to experience their parents' divorce before reaching age eighteen. In other words, well over half of the children born in 1992 will spend all or some of their childhood apart from one of their parents...in nine out of ten cases, separation will be from the father."

And the risks for children growing up without the active presence of their father are many. In their 1994 book, Growing Up With a Single Parent: What Hurts, What Helps, Sarah MacLachlan and Gary Sandefur state, "Children who grow up in a household with only one biological parent are worse off, on average, than children who grow up in a household with both of their biological parents...." In addition, "Adolescents who have lived apart from one of their parents during some period of childhood are twice as likely to drop out of high school, twice as likely to have a child before age twenty, and one and a half times as likely to be 'idle' (out of school and out of work) in their late teens and early twenties."

The findings of The Annie E. Casey Foundation's Kids Count Data Book for 1995 support the research of MacLachlan and Sandefur. The Foundation states, "Children in father-absent families are five times more likely to be poor and about ten times more likely to be extremely poor...Children of single mothers...are significantly more likely to end up in foster care or group care and in juvenile facilities." Research cited in The State of America's Children Yearbook 1997 provides more recent findings, stating that "one in two children in America today will live with a single parent at some point in their childhood, one in three will be born to unmarried parents, and one in 25 will live with neither parent. Additionally, the Administration for Children and Families reports, "Children of single parents have an 87 percent greater risk of being harmed by physical neglect and an 80 percent greater risk of suffering serious injury or harm from abuse and neglect. Children in single-parent homes are also much more likely to be poor than children growing up with married parents." And the trend of single parenthood seems to only be increasing as evidences in statistics such as those by Smart Start Milwaukee which reports that, "Compared with a 1995 state figure of 27.3 percent, 58.7 percent of Milwaukee births in 1996 involved single mothers." In some areas, then, single parenthood has become the norm rather than the exception.

But the potential negative effects on children with absentee fathers do not end there. In Painful Inheritance: Health and the New Generation of Fatherless Families, authors Ronald and Jacqueline Angel found that, "Children in single parent families suffer more psychiatric illness...Taken as a whole, the research we reviewed indicates that father absence places both girls and boys at elevated risk of emotional, educational, and developmental problems." Given the above research and such alarming findings, it is no wonder that many diverse interest groups in America are focusing their attention on

increasing fathers' responsibilities in as well as their opportunities for actively raising their children.

In striking contrast to the potential negative effects of growing up fatherless are the likely benefits for the child whose father is actively involved in the raising of that child. Levine and Pitt cite numerous recent studies and conclude that, "These and other studies suggest that it is not the mere presence of the father or the quantity of his involvement that has an effect, but rather the quality of that involvement--that is, the way he interacts with his children." Areas in which involved fathers can and do affect their children's lives, according to Levine and Pitt, include: 1) cognitive development, 2) sex-role development, and 3) psychological and social competence. As the authors summarize their findings, "While being raised in a single-mother headed family does not guarantee negative outcomes, being raised by two parents reduces the risk of negative outcomes. While having a father at home does not guarantee positive outcomes, having a father who is both physically available and emotionally connected increases the likelihood of positive outcomes."

Resources on Fathering

Books

Boswell, John and Ron Barrett. How to Dad. New York: Dell, 1990.

Glenning, Will. Fathering. Berkeley, CA: Conari Press, 1995.

Levine, J.A., Murphy, D.T. and Wilson, S. Getting Men Involved: Strategies for Early Childhood Programs. New York: Scholastic Inc., 1993.

Levant, R.F. and Kelly, J. Between Father and Child: How to Become the Kind of Father You Want To Be. New York: Viking Penguin Press, 1989.

Levine, James A. and Edward W. Pitt. New expectations: Community Strategies for Responsible Fatherhood. Families and Work Institute, 1995.

Lindsay, J.W. Teen Dads: Rights, Responsibilities and Joys. Buena Park, CA: Morning Glory Press, 1993.

May, J.E. Circles of Care and Understanding: Support Programs for Fathers of Children With Special Needs. Bethesda, MD: Allocation for Care of Children's Health, 1992.

Public/Private Ventures. Fatherhood Development: A Curriculum for Young Fathers. Philadelphia: Public/Private Ventures, 1995.

Scull, Charles, Ph.D. (Ed.) Fathers, Sons, and Daughters: Exploring Fatherhood, Renewing the Bond. Los Angeles: J.P. Tarcher, Inc., 1992.

Shapiro, Jerrold Lee, Ph. D. The Measure of A Man: Becoming the Father You Wish Your Father Had Been. New York: Delacorte, 1993.

Shapiro, Jerrold Lee, Ph.D. When Men are Pregnant: Needs and Concerns of Expectant Fathers. New York: Delta, 1993.

Warshak, R.A. The Custody Revolution: The Father Factor and the Motherhood Mystique. New York: Simon & Schuster, 1992.

Organizations

American Fathers Alliance	(202)543-0615
At-Home Dad	(508)685-7931
Center on Fathers, Families, and Public Policy	(312)341-0900
Father-to-Father	(612)626-1212
Full-Time Dads	(207)829-5260
National Center for Fathering	(913)384-4661
National Center on Fathers and Families	(215)686-3910
National Fatherhood Initiative	(717)581-8860
National Fathers' Network	(206)747-4004

*For a more extensive listing of books, educational materials, organizations and other resources on fathering, see James A. Levine and Edward W. Pitt's book, New Expectations: Community Strategies for Responsible Fatherhood. New York: Families and Work Institute, 1995.

****

References

Angel, Ronald and Jacqueline Angel. Painful Inheritance: Health and the New generation of Fatherless Families. Madison, WI: University of Wisconsin Press, 1993.

Annie E. Casey Foundation. Kids Count Data Book. Baltimore, MD: Annie E. Casey Foundation, 1995.

Levine, James A. and Edward W. Pitt. New Expectations: Community Strategies for Responsible Fatherhood. New York: Families and Work Institute, 1995.

McLachlan, Sarah and Gary Sandefur. Growing Up With a Single Parent: What Hurts, What Helps. Cambridge, MA: Harvard University Press, 1994.

"Milwaukee Moms Mostly Single Women." Green Bay Press Gazette May 2, 1997.

Pittman, Frank. "How to Manage Your Kids." Psychology Today v 28 n 3, May-June 1995, p. 42.

Rabinowitz, Frederic E. and Sam V. Cochran. Man Alive: A Primer of Men's Issues. Pacific Grove, CA: Brooks/Cole Publishing Company, 1994.

Positive Images: Books for Male Roles

by Theodora F. Martin

Ms. Martin is an Educational Equity Consultant. She can be reached at One Redwood Drive, Clinton NJ 08809, 908-735-5045.

Introduction

In the following bibliography, boys and men are shown in non-traditional roles. ...While most of the books are about white characters, she has indicated if there are Blacks, Hispanics, Native Americans or Asians.

Grades PreK-3

The Accident. Carol Carrick. Houghton Mifflin, 1976. When Christopher's dog dies, he leans that a good cry can help. Nurturing father.

At Daddy's on Saturday. Linda Girard. Whitman, 1987. Katie's dad takes her for weekends.

A Baby for Max. Kathryn Lasky. Scribner, 1964. Max's reaction to the birth of his sister Meribah.

Baby Says. John Steptoe. Lothrop, 1988. A Black baby and big brother figure out how to get along.

Crow Boy. Taro Yashima. Viking, 1955. A Japanese boy is isolated until his teacher appreciates his abilities.

The Daddies Boat. Lucia Monfried. Dutton, 1990. In summer, a girl and her father shop, cook and wait for Mommy to arrive for the weekend.

Daddy. Jeannette Franklin Caines. Harper & Row, 1966. Saturdays with Dad are special for a young girl A nurturing Black father is featured.

Daddy and Ben Together. Miriam B. Stecher. Lothrop, 1981. When Mother is out of town, Ben and Daddy learn to enjoy each other's company.

Daddy is a Monster...Sometimes. J. Steptoe. Harper & Row, 1980. Two kids think Dad turns into a "monster" when they misbehave. Black family.

Daddy Makes the Best Spaghetti. Anna Grossnickle Hines. Clarion, 1986. Daddy picks Corey up at daycare. Then they shop and cook.

Dads are Such Fun. Jakki Wood. Simon & Schuter, 1992. Animal and human dads are fun. Among other things, they hug and kiss their kids.

Elizabeth Catches a Fish.. Jane Resh Thomas. Houghton Mifflin, 1976. A little girl has a special fishing trip with her father.

Everett Anderson's Goodbye. Lucille Clifton. Holt, Rihehart & Winston. 1983. Everett moves through the five stages of grief after his father's death. Black family.

Farm Morning. David McPhail. Harcourt Brace Jovanovich, 1985. A single father and daughter spend the morning feeding animals.

Feelings. Joan Brisson Murphy. Black Moss Press, 1984. A little boy describes a range of feelings.

First Pink Light. Eloise Greenfield. TY Crowell, 1976. Tyree waits for dad to return from caring for sick grandma. Black family.

The Generous Jefferson Bartleby Jones. Forman Brown. Alyson, 1991. Jeff has two wonderful gay weekend dads.

George the Babysitter. Shirley Hughes. Prentice-Hall, 1978. George finds out that babysitting is very hard work.

Go and Hush the Baby. Betsy Byers. Viking, 1971. Baby sitting can be fun even if it delays Will's ball game.

Good Night, Fred. Rosemary Wells. Dial, 1981. Baby Brother Arthur keeps tabs on Fred and comforts him to sleep.

The Half Birthday Party. Charlotte Pomerantz. Clarion, 1984. Daniel gives a half-birthday party for six-month-old Katie.

He's My Brother. Joe Laker. Albert Whitman, 1974. Shows what Jamie, a slow learner, can do well and what he is slow in doing.

How Would You Feel if Your Dad was Gay? Ann Heron & M. Maran. Alyson, 1991. Jasmine tells her class that her dad is gay.

Howie Helps Himself. Joan Fassler. Albert Whitman, 1975. Howie (uses a wheelchair) learns self-reliance in his caring classroom.

I am Not a Crybaby. Norma Simon. A. Whitman, 1989. Crying is a normal reaction for men and women, boys and girls.

I Want to Tell You About My Baby. Roslyn Banish. Windbow Press, 1982. A boy and his father are shown in nurturing roles.

Ira Sleeps Over. Bernard Waber. Houghton Mifflin, 1972. Will Reggie laugh if Ira takes his teddy bear when he sleeps over?

Willie's Not the Hugging Kind. Joyce Barraett. Harper & Row, 1989. Willie's friend says hugging is silly, so Willie stops. But he finds he IS the hugging kind. Black family.

Yagua Days. Cruz Martel. Dial, 1976. While visiting family in Puerto Rico, Adan learns the fun of a rainy Yagua day.

Grades 4-6

A Bundle of Sticks. Pat Rhodes Mauser. Atheneum, 1982. Ben learns about an Eastern philosophy as he studies martial arts.

Boys Have Feelings Too: Growing Up Male for Boys. D. Carlson, Atheneum, 1980. Good ideas for overcoming male stereotypes.

Families: Diversity, Commitment & Love. Aylette Jenness. Houghton Mifflin, 1990. A variety of families is shown including a gay couple with two adopted children.

Go Fish. Mary Stolz. Harper Collins, 1991. A Black grandfather and grandson live in coastal Florida. They enjoy fishing and cooking.

Hawk, I'm Your Brother. Byrid Baylor. Scribner, 1976. The unity between people and nature is illustrated.

The Hundred Penny Box. Sharon Bell Mathis. Viking, 1975. Michael develops a warm friendship wit his 100-year-old great-great aunt.

I Love to Dance: A True Story About Tony Jones. G. Zeck. Carolrhoda, 1982. Ten-year-old Tony is a male dance student.

Justin and the Best Biscuits in the World. Mildred Pitts Walter. Lothrop, 1986. Justin learns about family roles and Black history in Kansas ranch country.

Knitwits. William Taylor. Scholastic, 1992. Charlie bets he can knit something for the new baby in his family.

Ldy Daisy. Dick King-Smith. Delacourte, 1992. Ned faces a lot of teasing when he keeps a Victorian doll that speaks only to him.

Left-Handed Shortstop. Patricia Ggiff. Delacourte, 1980. Walter has neither the talent nor the desire to play ball.

Much Ado About Aldo. Johanna Hurwitz. Morrow, 1978. Aldo loves animals so much he decides to become a vegetarian.

The Once in a While Hero. C.S. Adler. Coward-McCann, 1982. A boy who has been called a wimp questions gender role stereotyping.

The Remembering Box. Eth Clifford. Houghton Mifflin, 1985. About a Jewish boy's special relationship with his grandmother.

A Special Gift. Marcia L. Simon. Harcourt Brace Jovanovich, 1978. Peter is afraid of being teased because he loves to dance.

We Remember Philip. Norma Simon. Albert Whitman, 1979. A class extends sympathy to a teacher whose son is killed in an accident.

When the Boys Ran the House. Joan Davenport Carris. Lippincott, 1982. Four brothers run a household while their mother is ill and their father is a way.

Video Resources by NEWIST/CESA 7

The Discovery of Dawn documents the causes, symptoms and effects of the eating disorders commonly afflicting today's young women. The information is organized around the plight of an 18-year-old survivor of anorexia nervosa whose struggle with the illness includes most of the feelings, thoughts, symptoms and experiences that mark the onset and pathology of serious eating disorders. Her testimony is supported by other recovering young women, one from anorexia, one from bulimia, one from compulsive eating. Dawn and her peers talk about what drove them into their struggles with food and what they did to survive. *The Discovery of Dawn* features conversation with actress and former model Andie MacDowell. **Closed captioned.** $195 (rental $50), 30 minutes.

Single Parenting: A New Page in America's Family Album examines the life styles, problems and triumphs of today's single parents, male and female. Issues raised include how to handle difficult situations, mothers typically getting custody, working single parents, child care, divorce, education of children, societal stereotypes, adoption by single persons and more. $99 (rental $50), 30 minutes.

Teens with Tiny Strangers emphasizes the importance of learning parenting skills, particularly for adolescent parents, and examines exemplary parenting programs—one, the nationally acclaimed Beethoven Project on the south side of Chicago, where young parents learn more about their babies, more about parenting, and more about themselves. This and other extraordinary, innovative programs provide real hope and real help to this nation's growing number of *Teens with Tiny Strangers*. $195.00 (rental $50), 30 minutes.

...And Baby Makes Two: A Look at Teenage Single Parenting looks at teen fathers' responsibilities, sex education, peer pressure and an array of programs designed to give teen mothers ways to become successful and productive adults. Interviews with teen mothers give insight about the social and personal changes in their lives when they choose to deep their babies although they often lack money, education and job training. $99 (rental $50), 30 minutes.

Too Young, Too Far discusses the myths and facts of pregnancy prevention. Many of the over a million teens who become pregnant each year choose to keep their babies, although they often lack the money, education, or job training to be a productive parent. *Too Young, Too Far* deals with the impact of that decision and can be a catalyst to small group and class discussions that help individuals consider their personal choices. $99 (rental $50), 30 minutes.

Adolescent Pregnancy: A Perspective for Parents and Teachers is a half-hour inservice program that accompanies *Too Young, Too Far*. It offers insight and ideas for parents and teachers to discuss this critical issue with their children. $99 (rental $50), 30 minutes.

What Should a Guy Do? is designed to promote responsible sexual values in young men and focuses on the often-neglected subject of the adolescent males' responsibilities and rights in sexual and personal situations. The program centers around Richard, a teen who has just discovered that his girlfriend is pregnant. Candid statements of teens and experts help clarify the many issues involved in male responsibility. $99 ($50 rental), 30 minutes.

The Children of Divorce looks at divorce through the eyes of youth "who have been there," and sheds light on the conflicting emotions divorce almost always causes in children. The children who appear in the program urge: tell us about the divorce, affirm our feelings, reassure us of your love, don't argue about the kids, don't use us as pawns or spies. *The Children of Divorce* emphasizes the importance of healthy communication between ex-spouses. Open-captioned version also available. **Also available in Spanish.** $195.00 (rental $50), 30 minutes.

But Names Can Hurt Forever powerfully examines a form of abuse that often leaves unseen yet devastating scars. Interviews with experts and victims offer viewers a detailed and often chilling expose' of emotional abuse. Many children who are emotionally abused grow up to become abusers themselves. *But Names Can Hurt Forever* shows all viewers how the cycle and terror of emotional abuse can and must be ended. $99 (rental $50), 30 minutes.

Little Bear is the video adaptation of a play about sexual abuse prevention for children ages 4-11. Performed by Bridgework Theatre and produced by NEWIST/CESA 7, this non-threatening presentation uses animal characters to teach children ways to avoid being sexually abused and what to do if it happens. *Little Bear* speaks to young children with sights, sounds and language that they understand and remember, and presents a variety of situations to help them apply prevention concepts to real life. Accompanied by a teacher/facilitator guide. **Soon available in Spanish.** $119 (rental $5)), 20 minutes.

Little Bear Training Video for teachers and other professional demonstrates effective usage of *Little Bear* in classroom and other group situations. $119 (rental $50), 30 minutes. (SAVE! Both videos for $158.)

Love in a Pumpkin Shell looks at the increasing problem of date violence among teens and examines the cycle of abuse: the tension-building, explosion and honeymoon stages. Interviews with victims and with perpetrators provide viewers with insight about the problem, inform them where to go for help and educate them about healthy relationships. $195.00 (rental $50), 30 minutes.

A Little Problem at Home focuses on the unique problems of children in alcoholic families where there is also family abuse—the double abuse of alcohol and each other: physically, emotionally, sexually, by neglect or in combination. Adult and adolescent children of alcoholics candidly tell what it was like growing up in a home with an alcoholic parent and how it affected their lives. They tell of abuse they experienced and steps they had to take to overcome the effects of being a child of an alcoholic. $195.00 (rental $50), 30 minutes.

Sexual Orientation: Reading Between the Labels focuses on issues facing gay and lesbian youth and is designed to help build respect between individuals of divergent sexual orientation. Ignorance about homosexuality has contributed to a climate of fear, isolation, discrimination and violence toward those perceived as homosexual. Rather than relying solely on testimony from professionals, *Sexual Orientation: Reading Between the Labels* provides a forum for gay, lesbian, bisexual and transgender teens to speak of their concerns. $195.00 (rental $50), 30 minutes.

Hate, Homophobia and Schools is designed around a forum of gay and non-gay, some anti-homosexual, youth and adults discussing what it's like to grow up gay in this society. The purpose of *Hate, Homophobia and Schools*, is to lessen the impact of homophobia in our society by helping teens understand what it is like to live with hate and fear and by helping them understand that they can have a direct impact on the quality of life of some of their fellow teens. $195.00 (rental $50), 60 minutes.

AIDS or Eighty-Something? is designed to impress upon teens that they are indeed vulnerable to AIDS, but that they can lead normal, healthy lives if they understand precisely how the HIV virus is and is not communicated. The issues are discussed frankly, so teens can decide how they want to live and make those decisions based on facts. Also a version with a demonstration of condom use. $195.00 (rental $50), 30 minutes.

Safetalk: Parents and Teachers Discuss AIDS recognizes that parents and teachers are the gatekeepers to our youth. *Safetalk* gathers experts on HIV infection and human sexuality, person with AIDS and parents of children with AIDS to assist parents and teachers with the important task of teaching our youth how to protect themselves against the deadly AIDS virus. $195.00 (rental $50), 30 minutes.

To order, contact:

NEWIST/CESA 7
IS 1040
UW-Green Bay
Green Bay, WI 54311
920-465-2599
800-633-7445
Fax: 920-465-2576
Email: newist@uwgb.edu

See our World Wide Web page: **http://www.uwgb.edu/~newist**

Resources Related to Positive Parenting and Families

Books

Benkov, Laura. Reinventing the Family: Lesbian and Gay Parents. New York: Crown Publishing, 1995.

Benson, Peter L., et al. Growing Up Adopted: A Portrait of Adolescents and Their Families. Minneapolis, MN: Search Institutee, 1994.

Benson, Peter L. and Eugene C. Roehlkepartain. Youth in Single-Parent Families: Risk and Resiliency. Minneapolis, MN: Search Institute, 1993.

Bernstein, Robert A. Straight Parents, Gay Children: Keeping Families Together. New York: Thunder's Mouth Press, 1995.

Blakenhorn, David, et al. Rebuilding the Nest: A New Commitment to the American Family. Family Service America, 1990.

Bly, Robert. The Sibling Society. New York: Addison-Wesley Publishing Company, 1996.

Bronfenbrenner, Urie, et al. The State of Americans: The Disturbing Facts and Figures on Changing Values, Crime, the economy, Poverty, Family, Education, and the Aging Population and What They Mean for Our Future. New York: The Free Press, 1996.

Center for the Future of Children. The Future of Children, Welfare to Work. Vol. 7, No. 1, Spring 1997 The David and Lucile Packard Foundation, 300 Second Street, Suite 102, Los Altos CA 94022 Fax: 415-948-6498, Email: circulation@futureofchildren.org

Coloroso, Barbara. Kids Are Worth It! Giving Your Child the Gift of Inner Discipline. New York: Avon Books, 1994.

Christophersen, Edward R., Ph.D. Beyond Discipline: Parenting that Lasts a Lifetime. Kansas City, MO: Westport Publishers, Inc., 1990.

Edelman, Marain Wright. Families in Peril: An Agenda for Social Change. Cambridge, MA: Harvard University Press, 1987.

Edin, Kathryn and Laura Lein. Making Ends Meet. Russell Sage Foundation, 1997.

Elium, Don and Jeanne Eluim. Raising a Daughter: Parents and the Awakening of a Healthy Woman. Celestial Arts, 1994.

Elium, Don and Jeanne Elium. Raising a Son: Parents and the Making of a Healthy Man. Beyond Words Publishing, 1992.

Helmke, Jane. Heroes: Growing Up Female and Strong. Melpomene Institute, 1993.

Hewlett, Sylvia Ann. When the Bough Breaks: The Cost of Neglecting Our Children. Basic Books, 1992.

Hopson, Darlene Powell and Derek S. Hopson. Different and Wonderful: raising Black Children in a Race-Conscious Society. Fireside Paperbacks, 1992.

Jones, LeAlan and Newman, Lloyd with David Isay. Our America, Life and Death on the South Side of Chicago. Scribner, 1997.

Krueger, Caryl Waller. 1001 things to Do with Your Kids. Abington Press, 1988.

Lansky, Vicki. 101 Ways to Make Your Child Feel Special. Chicago: Contemporary Books, 1991.

Leach, Penelope. Children First: What Our Society Must Do—and is Not Doing—for Our Children Today. Alfred A. Knopf, 1994.

Louv, Richard. Childhood's Future: Listening to the American Family. Houghton Mifflin Company, 1991.

Lutheran Brotherhood. Resources for Building Assets in Youth: A Bibliography of resources Promoting Positive Youth Development. Minneapolis, MN: Lutheran Brotherhood and Search Institute, 1995.

McFadden, Sandi and Phyllis Wezeman. Make a World of Difference: Creative Activities for Global Learning. Friendship Press, 1990.

Pipher, Mary. In The Shelter of Each Other: Rebuilding Our Families. New York: G.P. Putnam's Sons, 1996.

Pipher, Mary. Reviving Ophelia: Saving the Selves of Adolescent Girls. New York: Ballantine Books, 1994.

Promoting Healthy Self-Esteem in Children. Bureau for At-Risk Youth, 1996.

Reuben, Steven Carr. Raising Ethical Children: 10 Keys to Helping Your Child Become Moral and Caring. Rocklin, CA: Prima Publishing, 1994.

Roehlkepartain, Eugene. 240 Ideas for Building Assets in Youth. Minneapolis, MN: Search Institute, 1994.

Werz, Edward and Ron Kerner. Positive Parent/Child Communications. The Bureau for At-Risk Youth, 1992.

Wilson, William Julius. When Work Disappears: The World of the Urban Poor. New York: Alfred A. Knopf, 1996.

Videos

For Teens

Big Changes, Big Choices: Getting Along With Parents. 1994. Elkind and Sweet Communications, Inc., 3315 Sacramento St., San Francisco, CA 94118. (415)564-9500.

Living With Parents: Conflicts, Comforts and Insights. United Learning; 6633 West Howard Street, Niles, IL 60648.

Teen-Parent Conflict: Making Things Better. Sunburst Communications, Department AW, 101 Castleton Street, Pleasantville, NY 10570.

The Art of Communication. United Learning; (800)424-0362.

For Parents

Active Parenting Today: For Parents of 2 to 12 Year-Olds. Active Parenting Publishers, 810 Franklin Court, Suite B, Marietta, GA 30067. (800)825-0060.

Positive Parenting: Tips for Fathering. Children's Trust Fund: Wisconsin's Resource for Positive Parenting. (800)952-1416.

What do you Really Want for your Children? 1987. Nightengale-Conant Corporation, Chicago, IL.

Winning at Parenting...Without Beating Your Kids. 1989. Kids Are Worth it! Post Office Box 621108, Littleton, CO 80162. (800)729-1588.

On-Line/Web Sites

The CyberMom Dot Com: http://www.thecybermom.com

Family.com: http:..www.family.com

Family Planet: http://family.starwave.com

The Future of Children: http://www.futureofchildren.org

Internet Resources for Special Children: http://www.irsc.org/

National PTA: http://www.pta.org/issues/invstand.htm>

The Only Child Newsletter: http://www.onlychild.com

ParenTalk Newsletter: http://www.tnpc.com/parentalk/index.html

Parent Connection: http://www.uwex.edu/ces/flp/parentconnect

Parenthood Web: http://www.parenthoodweb.com

Parenting Solutions: http://www.chesulwind.com/parents

Parenting Q & A: http://www.parenting-qa.com/

Parents Helping Parents: http://www.php.com/

Parent Soup: http://www.parent.soup

ParentTime: http://www.parenttime.com

Positive Parenting On-Line: http://www.positiveparenting.com

Stand for Children: http://www.stand.org

U.S. Department of Educations: http://www.ed.gov/

Zero to Three: http://www.zerotothree.org

Organizations

American Reads Challenge
1-800-USA-LEARN

The Commission on National and Community Service
529 14th Street, NW
The National Press Building, Suite 252
Washington, DC 20045

HIPPY USA (The Home Instruction Program for Preschool Youngsters)
Teachers College Columbia University
Box 113
525 West 120th St.
New York, NY 10027
(212)678-3500
Website: http://www.c3pg.com/hippy.htm

International Reading Association
800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
(302)731-1600, ext. 220

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
(412)341-1515

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main Street
Louisville, KY 40202-4251
(502)584-1133

National Clearinghouse on Alcohol and Drug Information
PO Box 2345
Rockville, MD 20852
1-800-SAY-NO-TO
Website: http://www.health.org

The National Coalition for Parent Involvement in Education
Institute for Educational Leadership
1001 Connecticut Ave., NW
Suite 310
Washington, DC 20036
(202)822-8405, ext. 53
Website: http://www.ncpie.org

National Center on Child Abuse Neglect
U.S. Department of Health and Human Services
1834 Connecticut Avenue, NW
Washington, DC 20009
(800)663-4032

National Committee for the Prevention of Child Abuse
332 S. Michigan
Suite 1250
Chicago, IL 60604-4357
(312)663-3520

National Dropout Prevention Center
Clemson University
205 Martin Street
Clemson, SC 29634-5111
(803)656-2599

The National PTA
330 N. Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
(312)760-6782
Website: http://www.pta.org
or http://info@pta.org

The Only Child Newsletter
154 N. Mansfield Avenue
Los Angeles, CA 90036

Parents as Teachers National Center, Inc.
10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
(314)432-4330

Partnership for a Drug Free America
405 Lexington Ave.
New York, NY 10174
(800)624-0100
Website: http://www.drugfreeamerica.org

Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, DC 30303-8173
Website: http://www.ed.gov

Stand for Children
U.S. Department of Education (Learning Partner Booklets)
Office of Educational Research and Improvement
National Library of Education
555 New Jersey Avenue, N.W.
Washington, DC 20208-5721

Child Care Aware: 1-800-424-2246

ChildHelp National Hotline: 1-800-4-A-Child

Gerber Information Line: 1-800-443-7237

National Child Abuse Hotline: 1-800-422-4453

National Parent Information Network:
1-800-583-4153

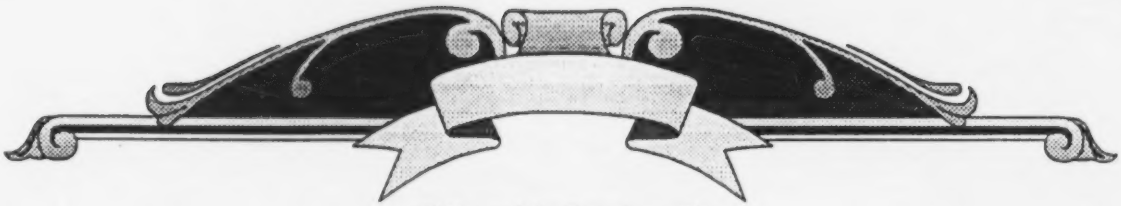
Parents Anonymous: (909)621-6184

Single Parents Association: 1-800-704-2102

Appendix

If a child lives with criticism
He learns to condemn;
If a child lives with hostility
He learns to fight;
If a child lives with ridicule
He learns to be shy;
If a child lives with shame
He learns to feel guilty.
BUT
If a child lives with tolerance
He learns to be patient;
If a child lives with encouragement
He learns confidence;
If a child lives with praise
He learns to appreciate;
If a child lives with fairness
He learns justice;
If a child lives with security
He learns to have faith;
If a child lives with approval
He learns to like himself;
If a child lives with acceptance and friendship
He learns to find LOVE in the world!

-Dorothy Lawe Holt



Citizenship Proclamation

The community of _____hereby proclaims the following:

Whereas, the present and future well-being of our society requires an involved, caring citizenry with good moral character; and

Whereas, we believe that imparting values to our youth is first and foremost the responsibility of the family, and:

Whereas, the character and conduct of the youth in our community reflect the values of our community and, therefore, **every adult** has the responsibility to teach, model, and support core community values, and every social institution has the responsibility to promote the development of sound character; and

Whereas, the community of _____has directly engaged in an active, public process to define common core values which are embraced by all members of our community; and

Whereas, as a result of this public process, the community of _____ has identified the following core values as essential for moral decision making and the development of sound character:

Community of _____
Core Citizenship Values

1._____

2._____

3._____

4._____

We the community of_____ commit to fostering the development of the above listed core **citizenship values** in our youth through both our **words** and our **deeds.** We urge all members of this community to seek out opportunities to incorporate these core values into their daily lives, to model these traits in order to promote character development and ethical behavior among all members of the community, and to devote meaningful effort in teaching the youth of our community the importance of moral development.

"Our children are watching us live, and what we are shouts louder than anything we can say."

(Wilferd A. Peterson)

WHAT FOLKS ARE SAYING ABOUT FACTS:

" I think this program is very effective and educational and a fun way to get families together."

" It was enjoyable, stimulating, friendly, community-spirited."

" It brought our family together for a good meal and a relevant, interesting discussion."

" This was terrific! "

" Great to be involved in this process."

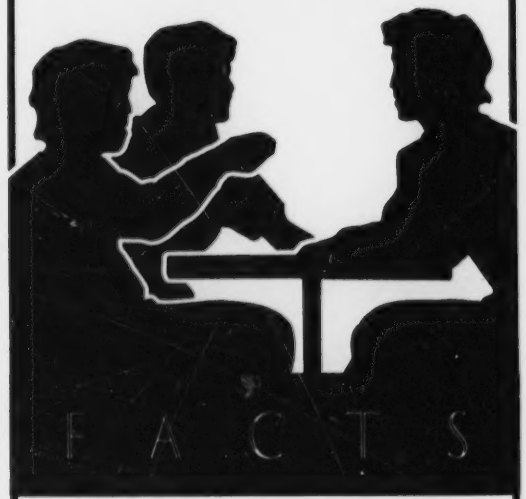
" Thought-provoking and good food. Created feeling of community, empowerment."

" Discussions as lively and stimulating as the discussion that ensued tonight are far too rare."

Wisconsin Clearinghouse For Prevention Resources
University Health Services
University of Wisconsin-Madison
1552 University Avenue
Madison, WI 53705-4085

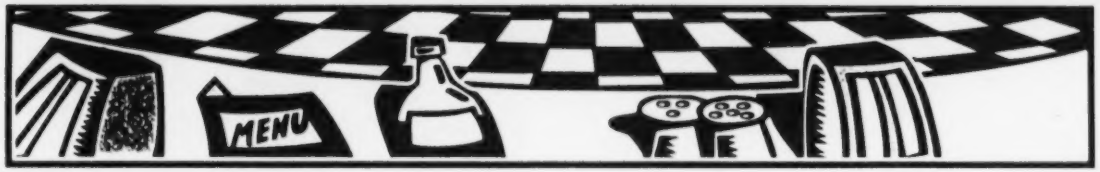
FAMILY AND COMMUNITY TOWN SUPPERS

A Citizenship Initiative of the Wisconsin Department of Public Instruction



F A C T S

FAMILIES, SCHOOLS AND COMMUNITIES TOGETHER... DEFINING VALUES, ENGAGING YOUTH AND ADULTS



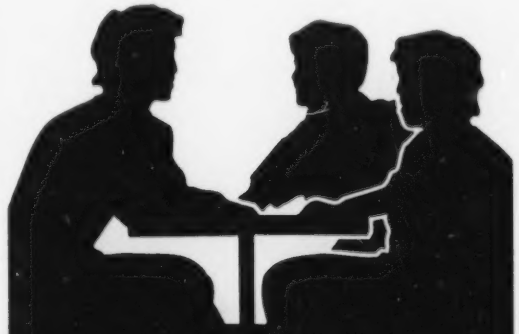
In response to escalating school violence, an alarming increase in drug use and juvenile crime, and a concern for a decline in values among our youth, the Department of Public Instruction established a statewide task force on citizenship in the summer of 1996.

Central to the work of the Wisconsin Citizenship Initiative task force was a belief that a core set of values exists that is essential to our society. Parents, schools and communities all have a role in fostering these values in children. The critical recommendation by the task force was for each community to come together to discuss and develop a set of values reflecting the priorities of that community.

Family and Community Town Suppers (FACTS) have proven to be an enjoyable and effective strategy for community engagement to strengthen community bonds and to involve youth in productive dialogue. As of February, 1997, there had been nine events held with a cumulative attendance of over 1200 adults and youth. The evaluations by participants have been enthusiastic and positive. For this reason, FACTS is now an important aspect of the Department of Public Instruction's Citizenship Initiative.

A proven tool for bringing together schools, youth, parents and the community, FACTS was chosen to be a resource available to schools and communities who might wish to work on defining core citizenship values in their own community.

The Wisconsin Department of Public Instruction, in cooperation with the Wisconsin Clearinghouse for Prevention Resources, will therefore make assistance and scholarship resources available to at least 20 communities in the state who wish to implement this strategy.



For more information on how interested schools and communities might participate, contact: Eileen Briggs-Houle (608) 262-9158 at the Wisconsin Clearinghouse for Prevention Resources.

FACTS began in Madison, Wisconsin as a pilot idea developed by Lynn McDonald, a family therapist, and Carol Lobes, the director of the Wisconsin Clearinghouse for Prevention Resources, a unit of University Health services on the campus of the University of WIsconsin-Madison. Family and Community Town Suppers are an innovative way to promote community discussions on issues of mutual interest, and to develop school-community partnerships to work on issues of local importance. In one community, high school youth presented their ideas and research on a youth center to over 100 dinner attendees. There was a strong support for the ideas presented by the young people, and the mobilization began at the dinner to work toward the goal of establishing a youth center in the village.

It only takes a small group of interested individuals (there have been as few as 6 adults and youth on some groups initially) to plan and organize an event. The dinners can be held in any number of places, but restaurants have been used most often. There are conscious efforts to involve a wide diversity of persons. Meal costs are kept at a reasonable level. Tickets are sold and scholarships are available to assure that meal costs are not a barrier to attendance.

Over dinner, participants discuss their ideas about citizenship values appropriate to their communities at the individual tables. A moderator then elicits ideas from the tables for the entire room to discuss. The discussions are always lively and thoughtful. Out of these discussions comes not only a useful list of local citizenship values, but also ideas about ways in which schools and communities can build on their existing strengths to enhance and expand those values.

SPANKING

Questions Parents Ask Most Often ...

Don't children need a good spanking sometimes?

No child needs a spanking. Spanking can be dangerous. You never know when a child will be badly hurt by spanking if the parent looses control. Children do not need to be hit in order to learn to behave.

If I do not spank, then what can I do?

You can do lots of things to help your children learn self control by showing them how a person with self-control acts. You can guide them, set limits, correct misbehavior by taking to them. You can teach them to think for themselves and manage their own behavior.

What should I do when I'm so angry at my child that all I want to do is hit or scream at him?

Find a way to help yourself calm down. Before you lash out at your child, close your eyes and imagine you are hearing what your child is about to hear. Or, if your child is old enough to be left alone or if there is another adult available, leave the scene. Tell your child what you are doing and then go for a walk, lock yourself in the bathroom, or go in another room. Try to stay away for no longer than five or ten minutes. When you return, try explaining your feelings calmly to your child.

Remember ... What you ***do*** always teaches your child what to do. If you are out of control, your child learns to do the same.

For help in coping with the challenges of being a parent, call the Parent HelpLine 1-800-FLA-LOVE. The HelpLine is a 24-hour free and confidential telephone counseling service provided to parents who are overwhelmed, stressed, having problems or have questions and concerns about parenting.

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

SPANKING

Questions Parents Ask Most Often ...

Don't children need a good spanking sometimes?

No child needs a spanking. Spanking can be dangerous. You never know when a child will be badly hurt by spanking if the parent looses control. Children do not need to be hit in order to learn to behave.

If I do not spank, then what can I do?

You can do lots of things to help your children learn self control by showing them how a person with self-control acts. You can guide them, set limits, correct misbehavior by taking to them. You can teach them to think for themselves and manage their own behavior.

What should I do when I'm so angry at my child that all I want to do is hit or scream at him?

Find a way to help yourself calm down. Before you lash out at your child, close your eyes and imagine you are hearing what your child is about to hear. Or, if your child is old enough to be left alone or if there is another adult available, leave the scene. Tell your child what you are doing and then go for a walk, lock yourself in the bathroom, or go in another room. Try to stay away for no longer than five or ten minutes. When you return, try explaining your feelings calmly to your child.

Remember ... What you ***do*** always teaches your child what to do. If you are out of control, your child learns to do the same.

For help in coping with the challenges of being a parent, call the Parent HelpLine 1-800-FLA-LOVE. The HelpLine is a 24-hour free and confidential telephone counseling service provided to parents who are overwhelmed, stressed, having problems or have questions and concerns about parenting.

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

Be a Blue Ribbon Parent:

Love abundantly ...
The most important task is to love and really care about your child. The child will develop a sense of security, belonging and support.

Discipline constructively ...
Give clear direction and enforce limits on your child's behavior. Say, "Do this," instead of "Don't do that."

Spend time with your children ...
Play with them; talk to them; teach them to develop a family spirit.

Be realistic ...
Expect to make mistakes. Be aware that outside influences, such as peer pressure will increase as children mature.

April is
Child Abuse Prevention Month.
This April wear this blue ribbon until it is tattered and frayed — to show your support of families and children.

THE FAMILY SOURCE OF FLORIDA
...Everyone plays a role!
1-800-FLA-LOVE (Parent HelpLine)

Be a Blue Ribbon Community:

Reach out to neighbors or relatives with children. Offer to babysit to give them a much needed break.

Don't wait for someone else to do it - take action! Arrange for a speaker on child abuse for your club or PTA meeting or for your adult Sunday school class.

Volunteer time in a child crisis shelter, parenting support program, drug abuse/treatment program or shelter for the homeless.

The Blue Ribbon Story:

In the spring of 1989, a Virginia grandmother began the blue ribbon campaign as a tribute to her grandson. The three-year old died at the hands of his mother's abusive boyfriend. Since that time, concerned citizens all over the country have worn the blue ribbon as a symbol of the need to prevent child abuse and neglect.

Please wear the ribbon during April to show your support for children and families.

THE FAMILY SOURCE OF FLORIDA
...Everyone plays a role!
1-800-FLA-LOVE (Parent HelpLine)

Be a Blue Ribbon Kid:

Be kind to friends and family members.

Argue with words not with fists.

Be a friend to someone in need.

April is
Child Abuse Prevention Month.
This April wear this blue ribbon until it is tattered and frayed — to show your support of families and children.

THE FAMILY SOURCE OF FLORIDA
...Everyone plays a role!
1-800-FLA-LOVE (Parent HelpLine)

Haga su comunidad una comunidad de Cintas Azúles:

Extienda la mano a sus vecinos o familiares al ofrecerse a cuidarles los niños pequeños para que tengan un merecido descanso.

No espere que otra persona lo haga — ¡¡ tome accion! Haga arreglos para que una persona vaya a hablar del abuso infantil a su club, reunión de padres y maestros de la escuela o en su lugar religioso.

Hagase voluntario en un albergue de niños en crisis, programa de apoyo para los padres, programa de tratamientos para la adicción a las drogas o un albergue para los desamparados.

La historia de la Cinta Azúl

En la primavera del año 1,989, una abuela del estado de Virginia empezó la campaña de la Cinta Azúl como un tributo a su nieto. El niño de tres años de edad había muerto a manos del novio abusivo de su madre. Desde entonces, ciudadanos preocupados de todo el pais se han puesto la Cinta Azúl como un simbolo de la necesidad de prevenir el abuso y la negligencia infantil.

Por favor póngase la Cinta Azúl durante el mes de abril para asi demostrar su apoyo a los niños y sus familias.

THE FAMILY SOURCE OF FLORIDA
...Everyone plays a role!
1-800-FLA-LOVE (Parent HelpLine)

- In 94-95, there were 84 child deaths in Florida due to abuse and neglect. Sixty-eight percent were two years of age or younger. Severe head trauma and Shaken Baby Syndrome caused 37% of the abuse deaths.
- Florida's commitment to funding prevention services has diminished from .09% of the state budget in 1986 to .04% in 1996.
- In 1994-95, there 74,368 children abused and neglected in Florida.
- Overall, Florida is 48th in the nation on 10 key indicators of child health and well-being.
- Being abused or neglected as a child increases the likelihood of arrest for a violent crime by 38 percent.
- The estimated number of children abused and neglected rose to 2.81 million in 1993 — up 98 percent from 1.42 million in 1986.
- The estimated number of seriously injured children increased from 141,700 in 1986 to 565,000 in 1993.

Adapted from the Virginia Coalition to Prevent Child Abuse.

(Your local program information here)

- In 94-95, there were 84 child deaths in Florida due to abuse and neglect. Sixty-eight percent were two years of age or younger. Severe head trauma and Shaken Baby Syndrome caused 37% of the abuse deaths.
- Florida's commitment to funding prevention services has diminished from .09% of the state budget in 1986 to .04% in 1996.
- In 1994-95, there 74,368 children abused and neglected in Florida.
- Overall, Florida is 48th in the nation on 10 key indicators of child health and well-being.
- Being abused or neglected as a child increases the likelihood of arrest for a violent crime by 38 percent.
- The estimated number of children abused and neglected rose to 2.81 million in 1993 — up 98 percent from 1.42 million in 1986.
- The estimated number of seriously injured children increased from 141,700 in 1986 to 565,000 in 1993.

Adapted from the Virginia Coalition to Prevent Child Abuse.

(Your local program information here)

- In 94-95, there were 84 child deaths in Florida due to abuse and neglect. Sixty-eight percent were two years of age or younger. Severe head trauma and Shaken Baby Syndrome caused 37% of the abuse deaths.
- Florida's commitment to funding prevention services has diminished from .09% of the state budget in 1986 to .04% in 1996.
- In 1994-95, there 74,368 children abused and neglected in Florida.
- Overall, Florida is 48th in the nation on 10 key indicators of child health and well-being.
- Being abused or neglected as a child increases the likelihood of arrest for a violent crime by 38 percent.
- The estimated number of children abused and neglected rose to 2.81 million in 1993 — up 98 percent from 1.42 million in 1986.
- The estimated number of seriously injured children increased from 141,700 in 1986 to 565,000 in 1993.

Adapted from the Virginia Coalition to Prevent Child Abuse.

(Your local program information here)

- In 94-95, there were 84 child deaths in Florida due to abuse and neglect. Sixty-eight percent were two years of age or younger. Severe head trauma and Shaken Baby Syndrome caused 37% of the abuse deaths.
- Florida's commitment to funding prevention services has diminished from .09% of the state budget in 1986 to .04% in 1996.
- In 1994-95, there 74,368 children abused and neglected in Florida.
- Overall, Florida is 48th in the nation on 10 key indicators of child health and well-being.
- Being abused or neglected as a child increases the likelihood of arrest for a violent crime by 38 percent.
- The estimated number of children abused and neglected rose to 2.81 million in 1993 — up 98 percent from 1.42 million in 1986.
- The estimated number of seriously injured children increased from 141,700 in 1986 to 565,000 in 1993.

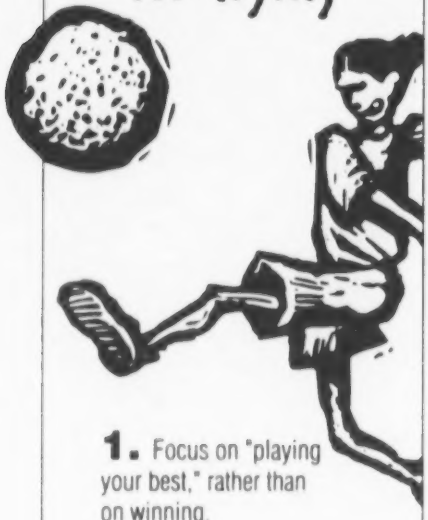
Adapted from the Virginia Coalition to Prevent Child Abuse.

(Your local program information here)

kidwise

Kids & Sports:

Win or lose, praise your child for trying



1. Focus on "playing your best," rather than on winning.

2. Emphasize the child's effort or the mastery of a new skill.

3. Honor your child's feelings — it's okay to feel sad if you lose...

But...

4. Praise your child for trying–"Good hit, Anne!"

Brought to you by

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE

(Parent HelpLine)

© 1995 Prevent Child Abuse Virginia

Making Every Young Athlete A Winner

Parents can help their children have a positive experience in organized sports by remembering the two major reasons for kids to get involved—to have fun and to feel worthy, competent and successful. If a child learns that success in sports means improving or mastering skills and giving maximum effort, the young athlete will learn to accept disappointment and not to see losses as personal failures or blows to self worth.

Mistakes are part of learning a sport and young athletes will make plenty of them. Give your child encouragement and ideas about how to correct the error, if you have them. If you avoid criticizing and punishing for mistakes, the child will not fear failure.

Although we all want our children to be successful, as parents we must be careful not to live out our own dreams through them. Setting unrealistically high goals can be a major cause of stress in sports for kids. Remember also that if we want our sons and daughters to show good sportsmanship and self-control, we must exhibit it ourselves—no matter how frustrating the action we see on the field or court.

A complete Child Centered Coaching program that includes training manuals, handbooks and a video for coaches, parents and players is available from Family Development Resources of Park, Utah. For more information about the program, call Prevent Child Abuse, Virginia. The National Committee to Prevent Child Abuse (NCPCA) publishes a sixteen page booklet entitled "Hey Coach! Winning Ways With Young Athletes." Especially good for use during training of volunteer youth athletic coaches, individual copies of the booklet are available by calling the NCPCA information request line—1-800-55NCPCA (1-800-556-2722).

You have express permission from Prevent Child Abuse, Virginia, to reproduce this material. The individual elements of Kidwise may be used any way you like, but please include the name Prevent Child Abuse, Virginia and the copyright symbol.

But...
4. Praise your child for trying–"Good hit, Anne!"
Brought to you by
THE FAMILY SOURCE OF FLORIDA
...Everyone plays a role!
1-800-FLA-LOVE (Parent HelpLine)
3. Honor your child's feelings—it's okay to feel sad if you lose...
Kids & Sports: Win or lose, praise your child for trying
kidwise
2. Emphasize the child's effort or the mastery of a new skill.
1. Focus on "playing your best," rather than on winning.

© 1995 Prevent Child Abuse Virginia

kidwise

In sports, praise your child for trying

Brought to you by

THE FAMILY SOURCE OF FLORIDA

1-800-FLA-LOVE (Parent HelpLine)

© 1995 Prevent Child Abuse Virginia

A Parent Who's High Is Always Out of Reach

Sure, drugs can be an escape. But look who gets left behind. Child abuse and drug abuse are problems in *every* community. To receive free information about how the two make each other worse, and what you can do to help a parent and child you love, write:

NCPCA, Dept. NU, P.O. Box 2866A, Chicago, IL 60609.

This advertisement is a joint effort of

National Committee for Prevention of Child Abuse

National Crime Prevention Council

A PARENT THAT'S HIGH IS ALWAYS OUT OF REACH.

To receive information about how alcohol abuse leads to child abuse and neglect, write: NCPCA, Box 2866A, Chicago, IL 60690.
NATIONAL COMMITTEE FOR PREVENTION OF CHILD ABUSE
Attack the Problem. Not the Child.

Partial funding for this campaign was provided by the National Center on Child Abuse and Neglect

NEVER
SHAKE A BABY

"I JUST SHOOK HER TO MAKE HER STOP CRYING!"

All babies have very heavy heads and very weak neck muscles. If a baby is shaken or tossed, his head wobbles back and forth, slamming the baby's fragile brain against the inside of the skull. Shaking your baby or tossing him into the air is like dropping him from a step ladder head-first onto a hard surface. Some children ***die*** from shaking … and for every death there are four or five more who suffer serious injuries — like blindness, deafness, brain damage or paralysis.

Your baby probably cries a lot, like all babies. She cries to let you know that she is hungry or thirsty, wet, or has a tummy ache. It's hard to listen to your baby cry. But don't take it personally — your baby may cry no matter what you do to comfort her … some babies just cry at the same time every day! (If your baby can't stop crying, call your doctor who can rule out any medical problems.)

If your crying baby makes you feel frustrated or angry … give yourself a break. Put her in her crib and go into another room. Call a friend or relative to watch the baby while you go for a walk. Do whatever it takes to calm yourself down but just remember … ***Never shake your baby!*** And remind your other children, your boyfriend, your relatives and any other caretakers to ***never shake your baby.***

(Your local program information here)

THE FAMILY SOURCE OF FLORIDA

…Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

A 24 hour, free and confidential HelpLine

NUNCA
SACUDÍ A UN BEBÉ

"YO SIMPLEMENTE LA ESTREMECÍ PARA QUE ELLA DEJARA DE LLORAR."

Todos los bebés tienen la cabeza bien pesada y los músculos del cuello bien débil. Si un bebé es sacudido o tirado, su cabeza se mueve para adelante y para atrás, empujando fuertemente el cerebro tan frágil del bebé contra el interior de su craneo. Estremecer, sacudir o tirar a su bebé en el aire es como si lo tirara de una escalera contra una superficie dura con la cabeza por delante. Algunos niños ***mueren*** al estremecerlos y por cada muerte hay cuatro o cinco niños más que sufren lesiones serias — como ceguera, sordera, daño cerebral o parálisis.

Su bebé posiblemente llora mucho como todos los bebés. Ella llora para dejarle saber que tiene hambre o tiene sed, está mojada, o tiene dolor de estómago. Es difícil escuchar a un bebé llorar. Pero no lo coja personalmente su bebé puede que llore no importa lo que usted haga para consolarle. ¡Algunos bebés lloran a la misma hora todos los días! (Si su bebé no deja de llorar, llame a su doctor, ya que él puede eliminar cualquier duda o problema médico.)

Si el llanto de su bebé le hace sentirse frustrada(o) o enojada(o) ... tome un descanso. Póngalo en la cuna y vayase a otro cuarto. Llame a una amiga(o) o a un miembro de la familia para que cuide al bebé mientras usted da un paseo. Haga lo posible por calmarse pero recuerde ... ***¡Nunca sacuda a su bebé!*** y recuérdele a su novio, a otros niños en el hogar, a miembros de la familia, o a cualquier otra persona que cuide de su bebé, que ***nunca sacudan a su bebé.***

Disculpe la molestia, pero nuestra oficina no cuenta con una persona de habla hispana.

(Your local program information here)

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

Una línea caliente, 24 horas, gratis y confidencial

Asking for Help to Be a Good Parent Makes Good Sense

PARENTING IS A HARD JOB.

Do you ever feel that ... you take out your frustrations on your kids?
... you are overwhelmed and can see no way out?
... you are out of control?
... your children misbehave on purpose?
... you pick on one particular child?
... your children rarely do what you expect of them?
... you can't talk to your kids?
... your children don't listen to you?

Do you strike out either physically or verbally when you are angry at your children?

If you answered "yes" to any of these questions, you may benefit from some help outside of your family.

It's not always easy to reach out for help, but when you do you'll find many caring people who want to hear from you, people who will listen and be willing to help. When you need a hand with being the best parent you can be, call the Parent HelpLine at 1-800-FLA-LOVE. All calls are free and confidential.

The Parent HelpLine is sponsored by The Family Source of Florida, to strengthen families through education and support.

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

IMPORTANT PHONE NUMBERS

(Post this sheet by your phone or in an easily accessible location)

Parenting Support

Parent HelpLine 1-800-FLA-LOVE (352-5683)
Adolescent HelpLine 1-800-999-9999
Parents Without Partners 1-800-637-7974
Healthy Baby Hotline 1-800-451-BABY (2229)
General Health Information 1-800-336-4797

Abuse & Neglect

Abuse Registry
(to report abuse & neglect) 1-800-96-ABUSE (962-2873)
Florida Domestic Violence 1-800-500-1119

Health

Healthy Baby Hotline 1-800-451-BABY (2229)
General Health Information 1-800-336-4797
Drug Abuse 1-800-662-4357
Poison Control 1-800-282-3171
Respite Care Location 1-800-7-RELIEF (773-5433)

Miscellaneous

Toll Free Directory Service 1-800-555-1212
Department of Children
& Families HelpLine 1-800-342-0825

Emergency

Police _____
Fire _____
Hospital _____
Doctor _____
Dentist _____

Other Numbers

_____
_____
_____
_____
_____
_____

10 **Realize that a father's job is never done.**

Even when they are grown and have left home, your children will look to you for love and advice.

New Dad?

A newborn needs to bond with Dad as well as with Mom — so exercise your rights! You can hold, dress, bathe, feed, burp, change and talk to your baby. You can learn to understand your baby's cries and you can soothe the baby and help out a tired and frustrated mom.

If your baby is crying and is not hungry, wet or feverish, here are some things you can try:

- a pacifier
- wrap the baby snugly in a blanket
- hold the baby close and walk or rock the baby while talking or singing softly
- while sitting, lay your baby face down across your knees, gently patting his back
- take the baby for ride in a stroller or in a car (with a car seat!)
- lay your baby down in the crib and walk away for a few minutes … maybe she'll calm down on her own
- remember — punishment will never stop an infant from crying. No matter how frustrated you feel — **NEVER SHAKE YOUR BABY!**

Be there!
Good dads make a difference.

Adapted from the Virginia Department of Health

THE FAMILY SOURCE OF FLORIDA

…Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

(Your local program information here)

10 Ways to Be a Better Dad

Be There! Good Dads Make a Difference.

Respect your children's mother.

When children see their parents respecting each other, they are more likely to feel that they are also cherished and respected.

Spend time with your children.

Kids grow up so quickly. Missed opportunities are lost forever.

Earn the right to be heard.

Begin talking with your kids when they are very young. That way, difficult subjects will be easier to handle as they get older. Take time and listen to their ideas and problems.

Discipline with love.

Set reasonable limits for your children and discipline in a calm and fair manner.

Be a role model.

Your children will look up to you and imitate you.

Be a teacher.

Teach your children about right and wrong and encourage them to always do their best.

Eat together as a family.

It is a time for families to be together every day and give children the chance to talk about their daily activities and for fathers to listen and give advice.

Read to your children.

Teaching your children a love of reading is one of the best ways to ensure they have a lifetime of personal and career growth. Read to them when they are young and encourage them to read on their own as they grow older.

Show affection.

Showing affection every day is the best way to let your children know that you love them.

What do parents owe their children?

1. **Unconditional love ...**
   and the emotional security it brings.
2. **A sense of routine ...**
   of knowing what comes next.
3. **The opportunity to be creative and resourceful ...**
   and permission to learn from lots of mistakes.
4. **Positive, firm and loving discipline.**
5. **The truth ...**
   adults should not lie to kids.

If you know a parent in need ...

- Give him or her a break. Offer to take care of the kids for a while.
- Be a good listener. Make yourself available to listen without being judgmental.
- Encourage them to join a parenting group. They'll receive support and information.
- Give them the number for the Parent HelpLine 1-800-FLA-LOVE. The HelpLine is supported by ***The Family Source of Florida*** to strengthen families through support and education and all calls are free and confidential.

Used with permission of the National Committee to Prevent Child Abuse, from materials adapted by the Virginia Coalition for Child Abuse.

Kids are meant to ...

Help children to be their best by using words like

♥

Good for you!
I'm proud of you!
That's right, I knew you could do it!
Thank you! ♥ Great job!
You are terrific!
Thanks for being a big help!
I love you!

♥

(Your local program information here)

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)

PARENTS' SURVIVAL TIPS

Life as a parent

Welcome to the world of parenthood! Why didn't someone tell you there were going to be days when you would feel old before your time, tired before 11 am, and too upset to think straight? Would you believe them if they had?

The fact is you're a parent now, and those children are yours. But, you're not alone (lots of parents feel the way you do), and things can get better. So, take a few moments just for yourself, and learn how to make the rewards of parenting equal the demands.

Getting to know your kids

One of the nicest things about being a parent is that you don't have to know everything. The job, like the child, grows gradually. There's on-the-job training.

Birth to one year

♦ Learn the basics. How do you bathe a baby? Or change a diaper? You can learn! Read, ask an expert, talk to your parents and other parents.

♦ Love your baby. Give it all you've got! Talk to your baby, touch — hold, hug, kiss — smile and enjoy! It's impossible to spoil a baby!

♦ Discover what's what. Pay close attention to all sounds (cooing, babbling gurgling, crying) your baby makes, as well as facial expressions and body movements. Each one means something different.

♦ Never use physical force. The pressures of parenting are very real. Find safe, satisfying ways to release them but never on your baby. Never, never shake your baby!

Toddlerhood

♦ Take a deep breath. The assault on your house, your personal belongings …this, too, shall pass. Right now, to your toddler, everything's new, exciting … and just waiting to be explored.

♦ Childproof your house. Pack away your treasures, and lock up any dangerous and poisonous items. You'll breath a lot easier, and you won't have to say "NO" so often.

♦ Keep the rules simple and few. Your goal is to keep your toddler safe. Table manners can wait! And, so can toilet training!

School age

♦ Show your interest. Check all homework, talk about what's happening at school, ask their friends over, and find time to see your children's teachers occasionally.

♦ Communicate. If there's a single golden rule for parents it's this: Talk to your children. (And listen too.)

♦ Assign kid-sized chores. Kids this age love to help. Just make sure the chores fit each child's abilities. Nothing makes a child lose interest faster than having to do something too difficult or too easy.

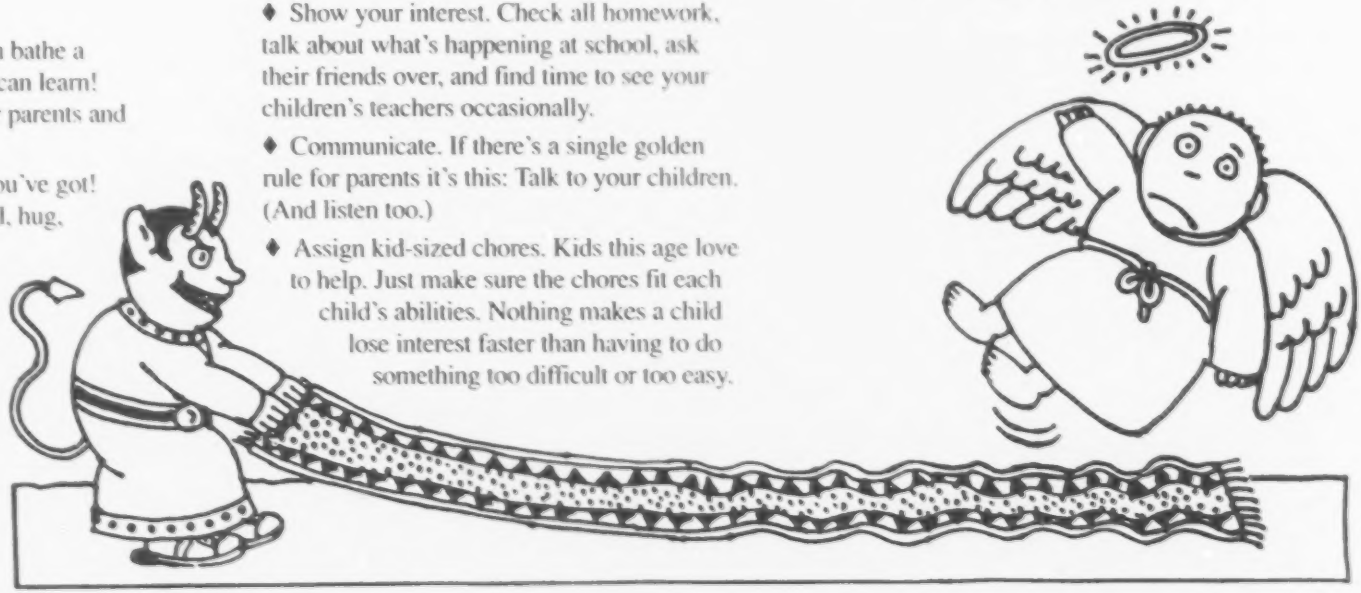
Adolescence

♦ Refuse to get confused. Part of growing up is to act like a two-year-old and an adult, all in the same day. Expect your teen to do this, and be prepared to comfort, reassure, and on occasion, look the other way.

♦ Face the facts. Your teen will probably say "I know that" when you talk about the facts of life, but do it anyway. As a parent you're the only one who can share the values that go with the facts.

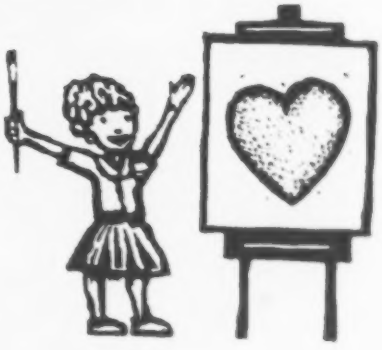
♦ Let your affection show. Cool the physical demonstrations (especially when their friends are around) but make it loud and clear: You care!

♦ Cut those apron strings. Old values, taught from the cradle, may fade away during the teen years, but they come back — along with grown-up children you'll be proud to know. Trust your teens to make it all the way.



Hug-O-GRAM to: _____

Well done . . .

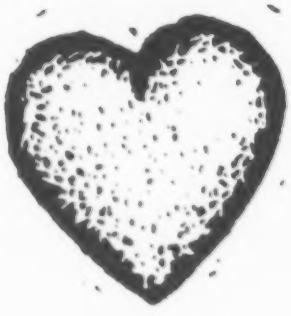


I'm Proud of You!

Love: _____

Hug-O-GRAM to: _____

I hope you know how much . . .



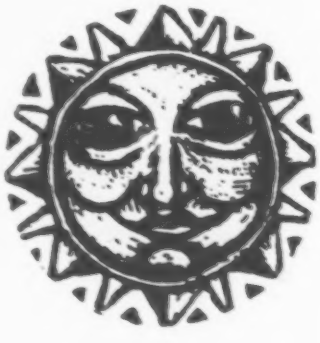
I Love You!

Love: _____

Hug-O-GRAM to: _____

¡Quiero que sepas...

que tu iluminas mi día!



mi amor: _____

Hug-O-GRAM to: _____

I just want to say . . .

have a fun day!

Love: _____

Parents: Cut out these Hug-o-grams and keep them handy. Tuck one into your child's lunch bag, coat pocket, school backpack. Let your kids know how much they mean to you. Build their self-esteem with your praise!

Padres: Corten estos diagramas y manténgalos a la mano. Coloque uno dentro de la bolsa de almuerzo, bolsillo de la chaqueta, o el bolso de la escuela de sus hijos. Haganles saber a sus hijos lo mucho que ellos significan para ustedes.

(Your local program information here)

THE FAMILY SOURCE OF FLORIDA

...Everyone plays a role!

1-800-FLA-LOVE (Parent HelpLine)